

**APPRAISING THE PERFORMANCE MANAGEMENT PRACTICES
IN THE DEPARTMENT OF LABOUR**

by

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AFFIDAVIT

I, Wasnaar Mokoena, hereby declare that “***Appraising the Performance Management Practices in the Department of Labour***” is my own work, and that the sources that I have used or quoted have been indicated and fully acknowledged in the text and in the Bibliography.

Signature

(Mr)

Date

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SUMMARY

The effective management of individual/team performance is a crucial requirement to ensure that organisational goals are attained. This requires accurate data regarding the performance levels of individuals/teams. Therefore there is a need for a standardised and formal performance management system.

An effective performance management system is the centre of an integrated HR system that feeds into a variety of processes and systems such as career planning, rewards, training and development, promotions, and disciplinary decisions. Despite the importance of performance management, most organisations find it difficult to implement, manage and sustain performance management systems and processes effectively.

The focus of this study is on appraising the performance management practices in the offices of the Department of Labour in three provinces: Gauteng, Limpopo and Mpumalanga. The results indicate problems with the practices in areas such as alignment, fairness, measuring commitment, systems integrity, and the performance management culture. Recommendations were made to address these issues and improve the effectiveness of the system.

KEY WORDS

The following key words are used in this study:

Performance appraisal; performance management; appraisal methods; incentive plans; alternative work arrangements; performance management processes; HR scorecard; workforce scorecard; managing human capital.



SECTION A



GENERAL INTRODUCTION

CHAPTER 1

SCIENTIFIC BACKGROUND AND CONTEXTUALISATION OF THE STUDY

1.1 INTRODUCTION

Worldwide, performance management is a topic often discussed by organisations in both the private and public sector (Hanson & Pulakos, 2012:2). The reason for this is the problem all employers face regarding the effective and efficient utilisation of their employees (Noe, Hollenbeck, Gerhart & Wright, 2013:5). Issues pertaining to poor service delivery, low productivity and morale, poor motivation, high absenteeism and high employee turnover rates as well as serious labour relations issues are all topics underlying these discussions (Grobler, Wörnich, Carrell, Elbert & Hatfield, 2011:294).

In South Africa, these issues have also been talked about and debated. However, developing and retaining an efficient and effective workforce is a complex process (Singh & Smith, 2011:3). This process is complicated by the fact that employers believe that simply implementing a process will solve all the problems. No process can work by itself and no process can function in isolation from other processes within the organisation (O'Callaghan, 2005:3).

This has also been the problem with the initial implementation of performance appraisal systems within organisations. Although many excellent systems have been designed worldwide and in South Africa, the systems appear not to deliver the results expected (Grobler et al, 2011:302-313; Noe et al, 2013:350-361). Although no system is fool-proof, and much criticism has been levelled against performance appraisal systems, properly designed and managed systems do work and have enormous benefits for the organisation (Dessler, 2013:334). These include, for example: improved performance, placement of individuals, increased objectivity, equitable remuneration, objective promotability and structured career planning.

However, as stated earlier, these systems need to be integrated with all the other systems within the organisation. Also, the employees involved need to be trained and managed to bring about success. The process to achieve these goals is known in the literature as the performance management process. According to Dessler (2013:335), performance management is the

continuous process of identifying, measuring and developing the performance of individuals and teams and, aligning their performance with the organisation's goals. However, this holistic process within organisations remains a challenge.

1.2 STATEMENT OF THE RESEARCH PROBLEM

One of the biggest challenges facing the South African Government after the first democratic elections in April 1994 was to enact legislation, especially labour legislation, with a view to normalising the racially-based work environment (Venter & Levy, 2011:48). Numerous labour laws were passed to address the wrongs (see Appendix A). The task to draw up and oversee the implementation of these Laws was given to the new Department of Labour (DOL). As a result of the severe legacy of the racially based legislation passed before 1994, this was no mean task.

In order to enhance the service delivery to all South Africans, the Public Service Commission (PSC) during 2001, implemented a Performance Management System (PMS) within all Government Departments (Sangweni, 2003:20; Layton, 2001:17-18; the Public Service Regulation, 2001:33). Although clear guidelines on how to approach this process were provided, it was up to each Department to put the necessary structures and processes in place. This subsequently led to varying success between the Departments resulting during the last three years in severe criticism being levelled against Government Departments in respect of poor service delivery (Ndebele, 2011). It would appear that no particular Department can be singled out in this regard, and that the problems appear to be widespread, even to the local government level (Badenhorst-Weiss & Ambe, 2011:453-472).

As Government Departments are people intensive, they rely heavily on the performance of their employees for the delivery of their mandate to the community they serve. It is thus of utmost importance that the performance of their employees is managed appropriately, in particular, to identify and address poor performance. It would appear that the poor service delivery experienced in the country, especially from Government Departments, can be directly related to problems which exist with the present Performance Management System (PMS). This view is shared by the Chairperson of the Public Service Commission, Prof. S.S. Sangweni (2007:11), when he comments:

“In its recently released reports on the Management of Poor Performance and Grievance Trends in the Public Service, the PSC has observed that poor performance

is a problem in the Public Service. The causes are multiple, but a lack of skills and shortcomings associated with the management of performance itself, in particular the management of poor performance, were specifically evident in both reports. As this poses a very real and a serious threat to service delivery, the PSC has decided to compile a toolkit (Toolkit for the Management of Poor Performance in the Public Service) to assist managers to deal with this extremely important responsibility attached to their different portfolios.”

In view of this, research is necessary to determine the underlying causes of the poor performance.

Because of the important role the Department of Labour plays within the labour environment within South Africa (see table 1.1), it was decided to appraise the performance management practices within this Department, as it impacts on the performance of its employees. This aspect also appears to be one of the weakest links in the Department as it was highlighted in the 2011-2016 strategic plan of the Department (2011:8). As no previous research has been done in this regard in the Department, the findings will assist the Department to take the necessary steps to correct any deficiencies in this regard, and perhaps bring certain issues to the attention of other Departments as well.

TABLE 1.1: Mandate of the Department of Labour

<p><i>To regulate the labour market through policies and programmes in consultation with social partners, which are aimed at:</i></p> <ul style="list-style-type: none"> ➤ improved economic efficiency and productivity. ➤ employment creation. ➤ sound labour relations. ➤ eliminating inequality and discrimination in the workplace. ➤ alleviating poverty in employment. ➤ enhancing occupational health and safety awareness in compliance in the workplace as well as nurturing the culture of acceptance that worker rights are human rights.
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Source: Department of Labour. 2011. ***Strategic Plan for the Department of Labour 2011-2016***. Pretoria Government Printer, RP No. 20/2011:2.

For the purposes of this study, performance management practices include all the systems, policies and practices which align, enable and motivate employees to achieve their goals, and contributing to the performance of the organisation they work for (Gilmore and Williams, 2013:231).

1.3 AIM OF THE RESEARCH

The aim of the research is to present an analysis and exploration of the concept performance management practices, and to develop an instrument to measure the effectiveness of these practices within the Department of Labour. The aim of exploring the concept is to identify the individual practices associated with the concept, while the construction of the instrument will assist to determine the effectiveness of the individual performance management practices. For the managers/supervisors, this will have the advantage of helping them to identify the necessary interventions needed to eliminate the gaps in the employees' performance, while in the case of the employees, this will enable them to improve their performance by identifying barriers/obstacles in this regard.

The objectives of the research are thus to:

- analyse and explore the concept "performance management".
- explore the literature through a theoretical analysis, to identify the individual components of the performance management process.
- design an instrument to measure the perceptions of the employees with regard to the different performance management practices within the Department of Labour.
- provide valid and sensitive information to the Department to assist in the development of strategies with a view to improve the performance within the Department.

1.4 SCOPE OF THE STUDY

Although the Department of Labour operates in all nine provinces of South Africa, it was decided, owing to time and money constraints, to focus this study on only three provinces in South Africa, namely Gauteng, Mpumalanga and Limpopo. With regard to Gauteng, although the smallest province of the three measured in land size (it is only 18 178 km² in extent), it is the most populated province in South Africa, with almost 616 people per km². Its total population is 11.19 million. It is also the most economically active province, which is why it has been included in this study (<http://www.media clubSouthAfrica.com>, accessed on 9 January 2013).

In contrast, Limpopo is one of the largest provinces; it has a land size of 125 755 km² and a population of 5.44 million or 43 people per km².

The final province included in this study is that of Mpumalanga. The dimensions of this province differ totally from the other two. In respect of its land area, it is only 76 495 km² in extent, and has a relatively small population of 3.62 million or 47 people per km².

The three provinces therefore have very different profiles and can contextually be classified as small, medium and large. (<http://www.medioclubSouthAfrica.com>, - accessed on 9 January 2013)

It was for this reason that it was decided to include these provinces in this study. As it was furthermore not possible to include all the staff members within these provinces in the survey, it was decided to include staff members from salary level 7 up to salary level 14. This was decided as they are the more senior staff in the Department and from their years of service would therefore be best equipped to answer the questionnaire.

1.5 RESEARCH DESIGN AND METHOD

A quantitative research approach is used to determine the nature of the phenomena under study by using a multi-perspective approach that aims to analyse and describe the phenomena and explore their meanings. A descriptive analytical study of the literature (theoretical analysis) is carried out because it is considered an essential exercise in order to come to a proper understanding of the phenomena under study. Multiple referents are used to draw conclusions about what constitutes the true nature (meaning and explanation) of the phenomena under study.

The research is done in four phases. To achieve the objectives of this study, the researcher does a theoretical analysis and exploration of the literature to gain insight into the concept under study (phase 1). Following this process, a questionnaire is constructed through a process of adaptation and development (phase 2). The next phase involves the application of the questionnaire and the discussion of the data (phase 3). The final phase (phase 4) entails the drawing up of recommendations to be implemented by the Department.

1.6 OUTLINE OF THE STUDY

This study consists of the following sections:

Section A consists of chapter 1, which addresses issues such as the statement of the research problem, the aim of the research, the scope of the study, the research methodology, and the outline of the study.

Section B provides a theoretical overview of performance management. Chapter 2 discusses the difference between the concepts of performance management and performance appraisal. It also looks at performance appraisal methods, their advantages and disadvantages, developing an effective performance appraisal process, motivational theories, performance enhancement techniques and the work environment.

Section C provides an overview of the Department of Labour. Chapter 3 discusses the structure of the Department, the staff profile, and the performance management activities within the Department.

Section D involves the empirical research. Chapter 4 discusses the research methodology and includes issues such as the design and administration of the questionnaire, population and sampling, and the collection of data. The representivity of the response rate and the statistical methodology used are also discussed. Chapter 5 deals with the discussion of the data.

Section E consists of chapter 6, which includes the summary, recommendations and limitations of the study.

Section F consists of Appendixes referred to in the text and the Bibliography.



SECTION B



PERFORMANCE MANAGEMENT: A THEORETICAL OVERVIEW

CHAPTER 2

PERFORMANCE MANAGEMENT VERSUS PERFORMANCE APPRAISAL: A THEORETICAL PERSPECTIVE

2.1 INTRODUCTION

Virtually all organisations, whether in the private or public sector, must focus some degree of attention on performance management. Indeed, the effective management of performance may be the difference between success or failure. Although performance management typically relies on performance appraisals, it is a broader and more encompassing process. It is the ultimate goal of performance appraisal activities (DeNisi&Griffin, 2008:318).

Performance management and performance appraisal are inextricably linked. This chapter will focus first on performance appraisal and thereafter the concept of performance management will be addressed.

2.2 PERFORMANCE APPRAISAL VERSUS PERFORMANCE MANAGEMENT

Before the discussion continues, it is important to define briefly the concepts of performance appraisal and performance management. According to Mondy (2010:239), performance appraisal is a formal system of review and evaluation of individual or team task performance. A critical point in this definition is the word “*formal*”, because in actuality, management should be reviewing an individual’s performance on a continuous basis, according to a predetermined programme.

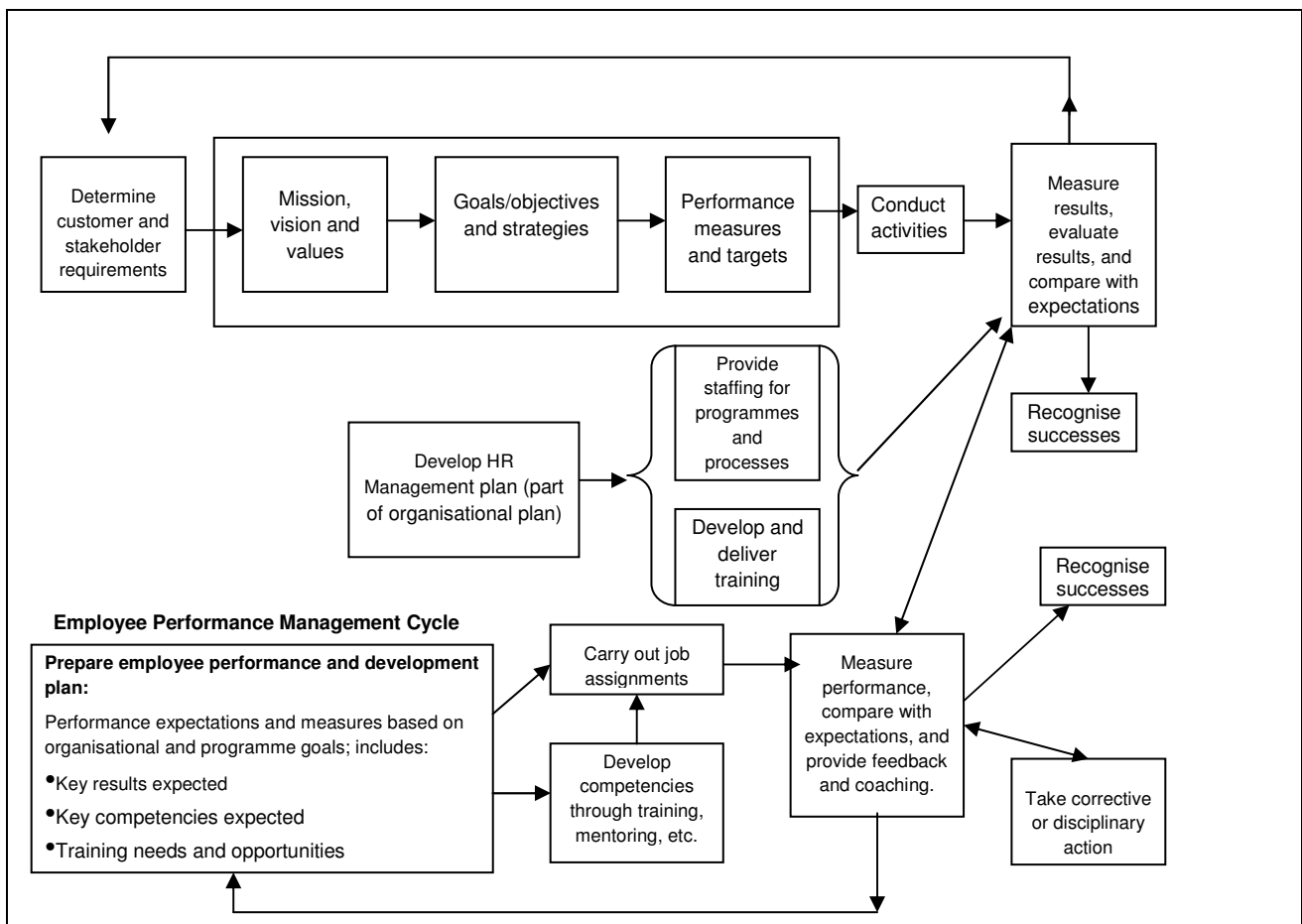
In the literature, performance appraisal is also known as a system of review and evaluation, or an individual’s or teams performance review, annual review, employee appraisal or employee evaluation (Beardwell&Claydon, 2007:464). The outcome of this evaluation is some type of score or rating on a scale.

According to Aguinis (2009:2), performance management, on the other hand, is a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation. Two main components can be found in this definition, namely:

- **Continuous process:**It involves a never-ending process of setting goals and objectives, observing performance, and giving and receiving on-going coaching and feedback.
- **Alignment with strategic goals:**It requires that managers ensure that the employees' activities and outputs are congruent with the organisation's goals, and consequently help the organisation to gain a competitive advantage.

Tools such as reward systems, job design, leadership and training must therefore join performance appraisals as part of a comprehensive approach to performance. It can thus be seen as a process of creating a work environment in which people can perform to the best of their abilities. For a diagrammatic representation of a comprehensive performance management system (see figure 2.1).

FIGURE 2.1: Performance management processes.



Source: Graham, J. 2004. "Developing a performance-based culture." *The Journal for Quality and Participation*, 27(1):7, Spring.

There are many acceptable definitions for both performance appraisal and performance management, but the key difference to bear in mind here is that performance management is an on-going process, while performance appraisal is one method often used by management as part of an on-going performance management system.

A brief overview of performance appraisal will now follow.

2.3 PERFORMANCE APPRAISAL

2.3.1 THE IMPORTANCE OF PERFORMANCE APPRAISAL

In the literature a number of reasons can be found why performance appraisal is so important to organisations:

- It helps management to assess the extent to which they are indeed recruiting and selecting the most appropriate employees, to contribute to the achievement of organisational goals (Byars& Rue, 2006:224).
- Performance appraisals are fundamentally linked to the organisation's compensation system. Organisations prefer to provide greater rewards to higher-performing employees and lesser rewards to lower performing employees and performance appraisal plays a big role in this regard(Ivancevich, Konopake& Matteson, 2008:168).
- Performance appraisals also play an important role in employee motivation and development. The results can be used to promote employees to higher positions or provide them with development opportunities.
- Performance appraisals provide valuable and useful information to the organisation's human resources planning process. The results can indicate whether the existing jobs are properly structured or whether a new allocation of tasks needs to be done (Beardwell& Claydon, 2007:465).

2.3.2 GOALS OF PERFORMANCE APPRAISAL

Given the importance of performance appraisal, a number of goals can be identified for this process (Robbins & Judge, 2013:589):

- A basic goal of any performance appraisal system is to provide a valid and reliable measure of an employee's performance along relevant dimensions. For this goal, the appraisal result should reflect the true picture of who is performing well and who is not, and it should indicate the areas of specific strengths and weaknesses for each person being rated.
- Another goal is to provide useful and appropriate information for the organisation with regard to HR planning, recruitment, selection, compensation, training and the legal context. This goal relates directly to the organisation's ability to document any employment-related decisions based on supposed or presumed performance.
- The ultimate goal for any organisation using performance appraisal is to improve performance on the job. This relates to aspects such as who gets fired or promoted, how much money employees are paid, and also the provision of information to employees about their strengths and weaknesses.
- The performance appraisal results in continuous learning and development taking place.
- The performance appraisal enables both the supervisor and subordinate to deal immediately with a performance-related problem.
- The performance appraisal determines the progress being made in achieving the company's objectives and targets.

2.3.3 THE STAKEHOLDERS IN THE PERFORMANCE APPRAISAL PROCESS

Several tasks are necessary for the performance appraisal process to be successful within companies. These tasks need to be performed by a number of stakeholders, such as the organisation, the raters and the ratee (DeNisi & Griffin, 2008:321).

- ***The role of the organisation***

The organisation, primarily through the work of its human resource department, develops the general performance appraisal process for managers and employees to use. One of the first considerations relates to how the information gained from performance appraisal will be used, and secondly, when to conduct the performance appraisals. Generally, the organisation conducts performance appraisals in order to encourage job performance, flag areas that need attention, and to inform employees of their expectations. The organisation is responsible for ensuring that clear

and specific performance standards are available to managers. The organisation must also make sure that these standards are communicated carefully to the employees (Jefferson, 2010:111).

- ***The role of the rater***

The role of the rater in the performance appraisal process is to evaluate the individual employee's performance. This role is normally performed by the supervisor of the employee. The rater's task is to collect information about his/her employee's behaviour and translate the information into a rating.

He/she must also communicate the results to the ratee. Finally, the rater must also prepare the employee to perform at the desired levels by making sure that the employee knows what is required on the job, has the needed skills, and is motivated to perform at the desired level.

- ***The role of the ratee***

The role of the ratee in the assessment process is to prepare all the necessary reports required for the raters to make a proper evaluation. For this process to be successful, the ratee must make sure to establish what is required of him/her.

2.3.4 WHO PERFORMS THE PERFORMANCE APPRAISAL?

Another important aspect of the performance appraisal is the determination of who conducts the appraisals and what information will be used. The most common appraisers include the immediate supervisors, peers and team members, customers and subordinates, and self-rating and self-appraisal may also be used (Cascio & Aguinis, 2011:79).

- ***Immediate supervisors***

The immediate supervisors are in the best position to perform this function of performance appraisals to determine whether or not the employees have achieved the goals set. Based on the results of the individual's performance, supervisors are responsible for making recommendations for either rewards or punishment (Cascio, 2013:349).

- ***Peers and team members***

Shields (2007:145) states that peers should be given an opportunity to rate fellow employees and provide valuable information about the performance of their colleagues because they can give a better perspective than the supervisor. However, to avoid bias and friendship, it is important for peers to know exactly what to rate. Organisations are also increasingly using teams to do the ratings. The rationale for this includes the following: team members know each other's performance better than anyone else, peer pressure is a powerful motivator for team members, and peer review involves numerous appraisals and is not dependent on one individual (Mondy, 2010:246).

- ***Subordinate rating***

Ivancevich (2010:258) believes that subordinates are an important source of information when the performance of their own manager is being evaluated. However, a major problem with using subordinates as input is that the manager may focus on making the workers happy rather than focusing on achieving better performance.

- ***Self-rating/self-appraisal***

In many cases, individuals may frequently be asked to do their own rating (Ivancevich, 2010:258). The rationale for this is that employees are in the best position to understand their strengths and weakness and the extent to which they have been performing at an appropriate level.

- ***Client/customer evaluation or 360-degree evaluation***

By focusing on 360-degree feedback, the company obtains information on an employees' performance from above, alongside and below, for example, from the individual's supervisor, peers, and internal or external customers. This approach allows the organisation to match the strengths and weaknesses, the benefits and the shortcomings from each perspective and thereby gain a more realistic overall view of a person's performance. However, it is important to realise with this approach that the feedback from the different sources could be inconsistent (Newstrom, 2011:151).

2.3.5 WHAT GETS RATED?

According to Mello (2011:433) the next decision that needs to be made involves determining what should be rated. It is very common for organisations to rate traits in conducting performance appraisals, for example, an employee's attitude or initiative (Jackson, Schuler & Werner, 2009:326).

Other organisations base their appraisals on behaviours (Dessler, 2013:318). These appraisals tend to be based on job analysis results, while other organisations base their appraisals on outcomes/output. For example, instead of evaluating whether a salesperson has a good attitude or whether he/she follows up on leads, an organisation could simply tally actual sales. Focusing on outcomes/output has the advantage of emphasising the most objective measures of performance available (Mello, 2011:433).

2.3.6 WHO SHOULD BE RATED?

The final issue is who should be rated in the appraisal process. The issue normally confronted here is deciding on individual or team rating. If individuals are rated and rewarded based on their individual performance, they have less reason to co-operate with other team members to accomplish team goals. However, in certain cases, the team approach is preferable as it may be critical to work together for the common goal (DeNisi & Griffin, 2008:329).

2.4 PERFORMANCE APPRAISAL METHODS

Different performance appraisal methods and techniques can be found in different organisations. The type of performance appraisal system used depends on its purpose. If the major emphasis is on selecting people for promotion, training and merit pay increases, a traditional method such as rating scales may be appropriate.

For the purpose of this discussion, the methods currently available to measure performance will be divided into three main groups, namely: the trait approach, the behavioural approach, and the results approach. This section will provide a brief discussion on each approach.

2.4.1 THE TRAIT APPROACH METHOD

The trait approach focuses on the personal characteristics of an employee, for example, loyalty, dependability, creativity and communication skills. Here the focus is on what a person is and not on what he/she does or accomplishes on the job. Under this group the following methods can be found: graphic rating scale, mixed standard scale, forced choice distribution, and the essay method.

2.4.1.1 Graphic rating scale method

This method simply consists of a statement or question about some aspect of a person's job performance, for example, rating the person on a statement such as: "working with others" (see figure 2.2). The rater must then evaluate the person, for example, on a scale of poor, average, or outstanding. The responses are usually arranged along a bar, line or similar representation. The supervisor rates each subordinate by checking the scores that best describe the employee's performance (Aguinis, 2009:110)

FIGURE 2.2: An example of a graphic rating scale.

Appraised employee's performance in PRESENT ASSIGNMENT Check(✓) most appropriate square.				
Appraisers are urged to freely use the "Remark" section for significant comments descriptive of the individual.				
1. KNOWLEDGE OF WORK: Understanding of all phases of his/her work and related matters.	Needs instruction or guidance	Has required knowledge of own and related work	Has exceptional knowledge of own and related work	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Remarks: Is particularly good on gas engines.				
2. INITIATIVE: Ability to originate or develop ideas and to get things started.	Lacks imagination	Meets necessary requirements	Usually resourceful	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remarks: Has good ideas when asked for an opinion, but otherwise will not offer them. Somewhat lacking in self-confidence.				

FIGURE 2.2: An example of a graphic rating scale (continued).

<p>3. APPLICATION:</p> <p>Attention and application to his/her work</p>	<p>Wastes time, needs close supervision Steady and willing worker Exceptionally industrious</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>Remarks:</p> <p>Accepts new jobs when assigned.</p>
<p>4. QUALITY OF WORK:</p> <p>Thoroughness, neatness, accuracy of work</p>	<p>Needs improvement Regularly meets recognised standards. Consistently maintains highest quality</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </p> <p>Remarks:</p> <p>The work he turns out is of highest possible quality.</p>
<p>5. VOLUME OF WORK:</p> <p>Quality of acceptable work</p>	<p>Should be increased Regularly meets recognised standards Usually high output</p> <p> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> <p>Remarks:</p> <p>Would be higher if he did not spend so much time checking and rechecking his work.</p>

Source: www.blog.tnsemployeeinsight.com (Accessed on 11 February 2013).

Advantages

- The method is easy to understand and apply as standardised categories are used against which to evaluate the employees.
- It is less time consuming.
- The method has a reasonably high rate of acceptance.
- The standardisation of the content makes it easier to compare employees.

Disadvantages

- The method is susceptible to rating errors, resulting in inaccurate ratings; for example, everyone may be rated either high or average in every aspect of the performance dimension.
- The rating scale may not be relevant to the job being evaluated.
- The method is not useful for promotion decisions.
- It is possible to choose categories that have little relationship to job performance (Byars & Rue, 2008:217).

2.4.1.2 Mixed standard scale method

According to Ivancevich (2010:261), the mixed standard scale method is a relatively new rating scale. It combines two or three rating methods, rather than using a single rating scale. For example, the Management by Objectives(MBO) and essay methods could be used together to evaluate the employees' performance. The mixed scale method, for example, contains the following elements: good, average and poor performance.

Advantages

- The mixed rating scale reduces rater errors.
- The method is quick and efficient to use.

Disadvantages

- The rater illustrates only a characteristic such as good, average or poor performance.
- The method has the potential to get raters into unnecessary conflicts with employees.
- The mixed rating scale method demonstrates a lack of efficiency on the employee's part (Bohlander& Snell, 2013:342).

2.4.1.3 Forced choice distribution method

The forced choice distribution method derives its name from the fact that the rater is required to assign individuals in a work group to a number of rating categories, similar to a normal frequency distribution.

The forced distribution system tends to be based on three levels: the best performers are placed in the top 20 percent, the next group in the middle 70 percent and the poorest-performing group winds up in the bottom 10 percent. The under-performers, after being given time to improve their performance, are generally let go (Stewart, Gruys& Storm, 2010:168-179).

Advantages

- The approach influences leniency, severity and central tendency biases.
- The ratings require relatively simple comparative judgments by the rater without considering the actual performance of the employees.
- Performance raters know in advance the actual outcome of the ratings because they need to maintain the curve on the graph by ensuring that they do not exceed the required target (Stewart et al, 2010:168–179).

Disadvantages

- The forced choice distribution method does not provide specific job-related information to be used during the appraisal feedback. There is also no possibility of comparing ratings across groups.
- Some believe this method fosters authority, competition and paranoia, and will destroy employee loyalty.
- Managers have a less positive reaction to such systems than to the more traditional rating systems (Stewart et al, 2010:168-179).

2.4.1.4 Essay method

According to Van der Westhuizen and Wessels (2011:277), the essay method is a performance appraisal method in which the rater writes a brief narrative essay describing the employee's performance. The format of the report may be left entirely to the discretion of the rater. The essay focuses on extreme behaviour in the employee's work rather than on the day-to-day performance of the individual employee.

Advantages

- Minimises central tendency and leniency problems because no scale is used.
- Some managers believe that the essay method is not only the most simple, but also an acceptable approach to employee evaluation.

Disadvantages

- The method tends to focus on extreme actions in the employee's work rather than on routine day-to-day performance.
- Ratings of this type depend heavily on the evaluator's writing ability.
- Comparing essay evaluations may be difficult because no common criteria exist.
- The method is subjective and does not focus totally on the job.
- Generally, it is time consuming (Van der Westhuizen & Wessels, 2011:277).

2.4.2 BEHAVIOURAL APPROACH METHODS

The behaviour approach is concerned with specific behaviours that lead to job success. For example, instead of ranking leadership absolutely (a trait), the rater is asked to assess whether an employee exhibits certain behaviours, for example, works well with co-workers. Under this group, the following methods can be found: the critical incident method, the behavioural checklist method, and the behaviourally anchored rating scale (BARS).

2.4.2.1 Critical incident method

According to Cascio and Aguinis (2011:91), the evaluator needs to keep a detailed record of the employee's performance. He/she pays attention to the work behaviour of the employee that is key to the employee's work and makes a difference in the organisation. When an action is a "critical incident" (that is, it affects the department's effectiveness significantly, either positively or negatively), the manager writes it down. At the end of the appraisal period, the rater uses these records along with other data to evaluate the employee's performance.

Advantages

- This method records the actual work behaviour of employees over the entire evaluation period and does not focus only on the past few weeks or months.
- It allows managers to provide individual employees with precise examples of the required behaviour (Nel, Werner, Poisat, Sono, Du Plessis&Ngalo, 2011:415).

Disadvantages

- It is time consuming and can be influenced by incidents that are recorded towards the end of the review period.
- It is expensive to develop because the organisation will require a checklist for each job.
- Different raters view actions/incidents differently, either to the advantage or disadvantage of the staff.
- The checklist creates a developmental barrier for the employees.
- The method may make it difficult to compare one person with another (Byars& Rue, 2008:219).

2.4.2.2 Behavioural checklist method

One of the oldest performance appraisal methods is the behavioural checklist method. It consists of having the rater check the statements on a list that the rater believes are characteristics of the employee's performance or behaviour. A checklist developed for computer sales people might include the following statements:

- Is able to explain the equipment clearly.
- Tends to be a steady worker.
- Reacts quickly to customers' needs (Bohlander& Snell, 2013:345).

Advantages

- It controls rating errors.
- It focuses on the employee's behaviour and results.
- The method may meet less resistance than some other methods.

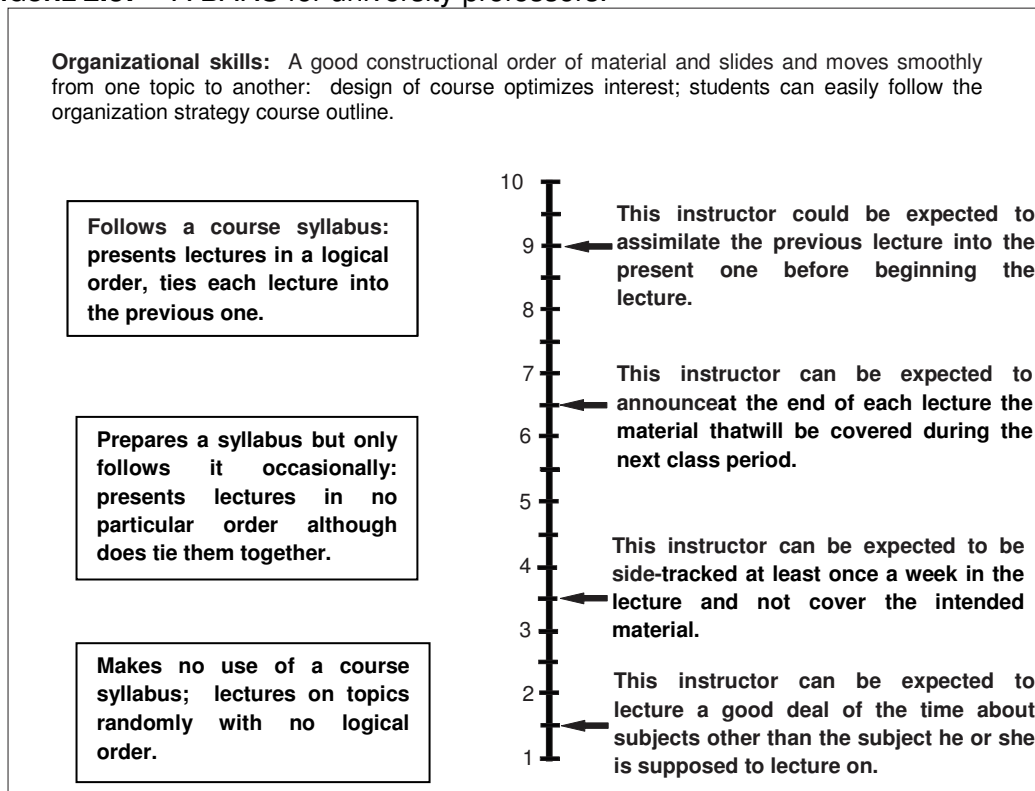
Disadvantages

- It is time consuming and expensive to develop the instruments.
- The rater needs to check statements on a list.
- The method focuses on the employee's behaviours and results.
- It relates to a limited number of behavioural dimensions relevant to the job.
- The evaluator is asked to describe the employee's performance rather than evaluate the subordinates' behaviour.

2.4.2.3 Behaviourally Anchored Rating Scales (BARS)

The behaviourally anchored rating scales (BARS) provide descriptions of important job behaviours anchored alongside a rating scale. The BARS rating scales require the rater to evaluate the individuals along a number of performance dimensions (see figure 2.3).

FIGURE 2.3: A BARS for university professors.



Source: Bernardian, H.J. 1977. "Behavioural expectation scales versus summated scales: A fairer comparison." *Journal of Applied Psychology*, 62:422-427.

The scales are developed by generating descriptions of effective and ineffective performance from people who know the job; these are then used to develop duties of performance and scales. Each scale describes a dimension of performance that can be used in the appraisal (Lepak&Gowan, 2010:268).

Advantages

- Scales of this type can yield more accurate ratings.
- The BARS evaluation seems to be relatively reliable, in that different raters' appraisal of the same person tend to be similar.
- The rating scale gives the rater a frame of reference for evaluating each dimension of an employee's performance.
- The rater is able to determine more objectively how frequently the employee performs in each defined level (Dessler, 2013:325).

Disadvantages

- There is no strong evidence that the BARS method reduces all of the rating errors.
- Separate forms must be developed for different jobs.
- Scales are specific to particular jobs and might not apply to other jobs.
- A specific disadvantage is that the behaviours used are activity orientated rather than results orientated.
- Developing the BARS method is a complicated, time-consuming and expensive process (Noe et al, 2012:359).

2.4.3 RESULTS APPROACH METHODS OR OUTCOME-BASED CRITERIA

The focus here is on what has been accomplished or produced rather than how it was accomplished or produced. It is important to note that this type of criterion is not appropriate for every job and that it is often criticised for missing important aspects of the job, such as quality. Under this group the following methods can be found: productivity measures, management by objectives (MBO), and the Balanced Scorecard, HR Scorecard and the Workforce Scorecard (Mondy, 2010:253).

2.4.3.1 Productivity measures

In the case of salespeople, their productivity can be measured on the basis of their sales volume (both the number of units sold and the monetary value generated). Production workers are

evaluated on the basis of the number of units produced and the number of defects that are detected, while executives are frequently evaluated on the basis of company profits or growth rate. Each of these measures directly links what the employees have accomplished with the results that benefit the organisation. In this way, results appraisals can be directly aligned to the employee and the organisational goals (Noe et al, 2012:363).

Advantages

- There is a direct relation between what the person sells/produces and his/her productivity.
- The rater cannot influence the results.

Disadvantages

- Productivity can be contaminated by external factors that employees cannot influence.
- The productivity appraisals can inadvertently encourage employees to “look good” on a short-term basis, while ignoring the long-term ramifications.
- It is time consuming to develop the initial system (Noe et al, 2012:363).

2.4.3.2 Management By Objectives (MBO)

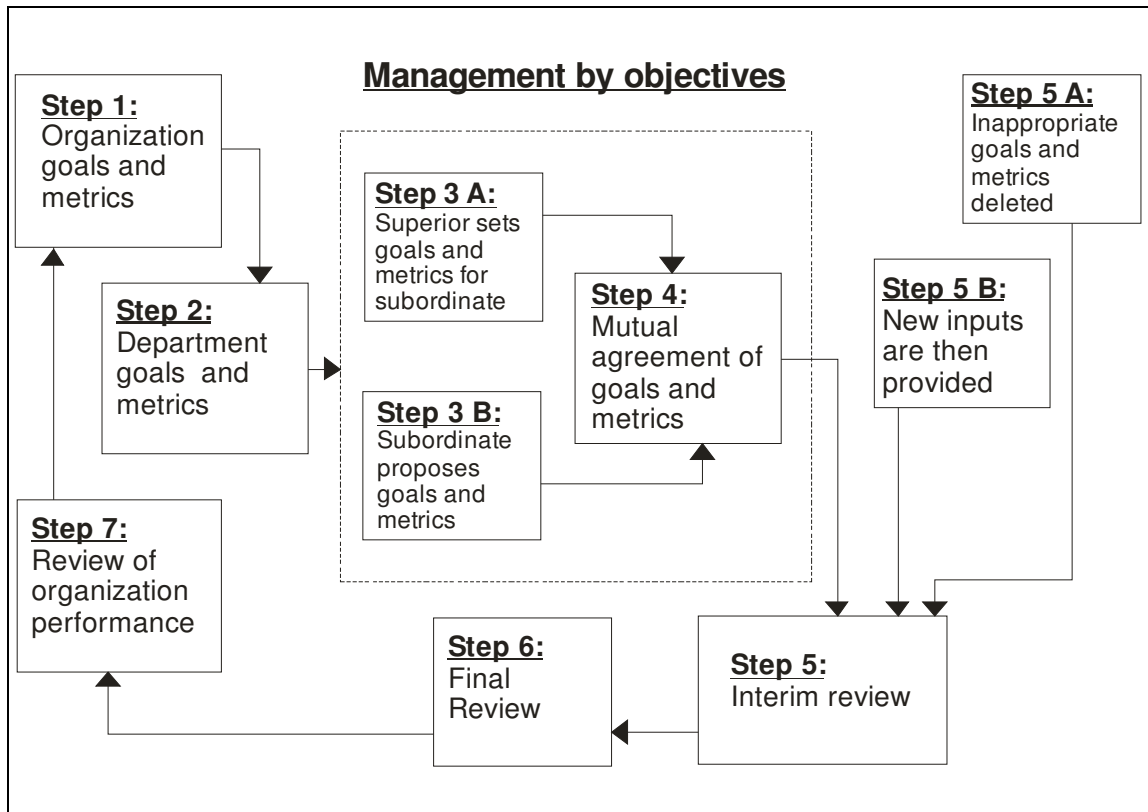
One method that attempts to overcome some of the problems with productivity measures is the management by objectives (MBO) approach. The MBO is a system involving a cycle that begins with setting the organisation's goals and objectives and ultimately returns to that point (Bohlander & Snell, 2010:356).

The MBO approach identifies organisational goals at all levels and encourages participation of all involved in the process of setting standards for evaluating the subordinate's performance (a typical MBO process is illustrated in figure 2.4).

As indicated in figure 2.4, the supervisor and subordinate mutually agree on specific goals to be achieved, and then set an action plan in place on how to achieve the goals. Participation in the goal setting assists the managers to control and monitor performance by measuring the goals that have been agreed upon between the subordinate and the supervisor (Wilton, 2011:193).

The MBO approach incorporates the performance with actual planning into the performance appraisal process. In essence, both the manager and employee decide which goals must be achieved by the employee (Nel, Werner, Haasbroek, Poisat, Sono & Schultz, 2008:501).

FIGURE 2.4: Performance appraisal under an MBO programme.



Source: Bohlander, G. and Snell, S.A. 2013. *Principles of human resource management*. 16th ed. Sydney: South-WesternCengage Learning. 349.

Advantages

- The supervisor and subordinate both participate in setting the standard against which the employee will be evaluated in the performance appraisal.
- The focus of the performance appraisal is on specific goals, not just broad personality trait behaviour.
- Periodic reviews between the subordinate and supervisor take place, which can assist the subordinate to achieve his/her goals.

Disadvantages

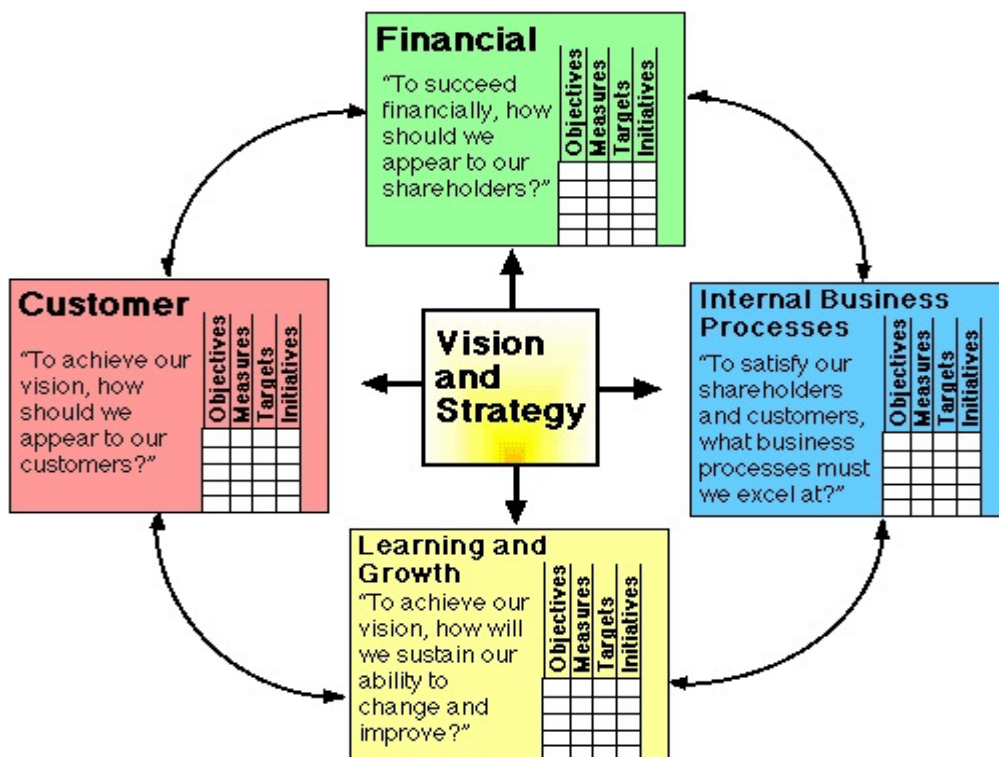
- It is a time-consuming process for both the supervisor and subordinate to hold numerous meetings to decide on mutually acceptable goals.
- The possibility may exist that unrealistic goals can be set.

2.4.3.3 The Balanced Scorecard

The Balanced Scorecard (BSC) which was developed by Robert Kaplan and David Norton in the early 1990s is a comprehensive management control system that balances traditional financial measures with operational measures relating to a company's success factors (Kaplan & Norton, 1996:18-24). It can be used to appraise individual employees, teams, business units and the organisation itself.

The appraisal takes into account four related categories: (1) Financial; (2) Customer; (3) Business process used; and (4) Learning and growth (see figure 2.5). To activate the Scorecard, managers translate the company goals relating to the four perspectives into specific measures that really matter (Brewster, Carey, Grobler, Holland & Wörnich, 2008:148). A brief discussion of the four perspectives will follow.

FIGURE 2.5: The Balanced Scorecard.



Source: Kaplan, R.S. and Norton, D.P. 1996. "Using the balanced scorecard as a strategic management system." *Harvard Business Review*, 74(1):75-85, January-February.

- ***Customer perspective***

Managers can use lead times, for example, the lead time measured from the time the company receives an order to the time it actually delivers the product or service to the customer. Measures of performance reflect the “value” proposition that underpins the organisation’s position in the market and may refer to the service or product (Wilton, 2011:77).

- ***Internal business perspective***

Managers determine which processes and competencies are the most critical to the company and then specify measures for components such as cycle times, quality, employee skills and productivity (Daft, 2012:562).

- ***A learning and growth perspective***

Under this perspective, managers can monitor the company’s ability to launch new products, create more value for customers and improve operating efficiencies (Daft, 2012:562).

- ***A financial perspective***

Managers use this performance measure to obtain answers to cash flow, quarterly sales, growth, market share, and operating income by division. This is similar in some ways to the MBO approach (Daft, 2012:562).

Advantages

- If well done, the goals and objectives of the company will be clear, which will enable all the stakeholders to translate the strategy into proper objectives, right to the bottom level of the company.
- By cascading the scorecard objectives to the front, line managers and workers ensure that the strategy becomes everyone’s responsibility.
- There is less subjectivity and bias as every aspect of the process is very transparent.
- The short-, medium- and long-term views are managed in an on-going, cohesive manner.
- The scorecard encourages mutual goal setting (Calhoun, 2004:1-19).

Disadvantages

- If clear measures are not identified, the employees will not know what is required of them.

- The objectives can be timeconsuming to develop/use.
- Too many goals can be generated, which will provide less clarity and focus for the different stakeholders.
- Contaminated criteria may be used (Calhoun, 2004:1-19).

2.4.3.4 The HR Scorecard

A recent development in the measurement area, which takes the Balanced Scorecard to the next level of sophistication, has been the arrival of the HR Scorecard. The HR Scorecard builds on the principles of the Balanced Scorecard (Swanepoel, Erasmus& Schenk, 2008:756).

The HR Scorecard helps to integrate HR into the organisational performance management and measurement system by identifying the points of intersection between HR and the organisation's strategy, or in other words, strategic HR deliverables. These are strategic HR outcomes that enable the execution of the organisation's strategy.

The deliverables can be classified into the following categories:

- **HR performance drivers**

These are core people-related capabilities or assets such as employee productivity or employee satisfaction. It is important to note that there is actually no single correct set of performance drivers. Each company identifies its own set, based on its unique characteristics and the requirements of its strategy-implementation process (Becker, Huselid& Ulrich, 2001:48).

- **HR enablers**

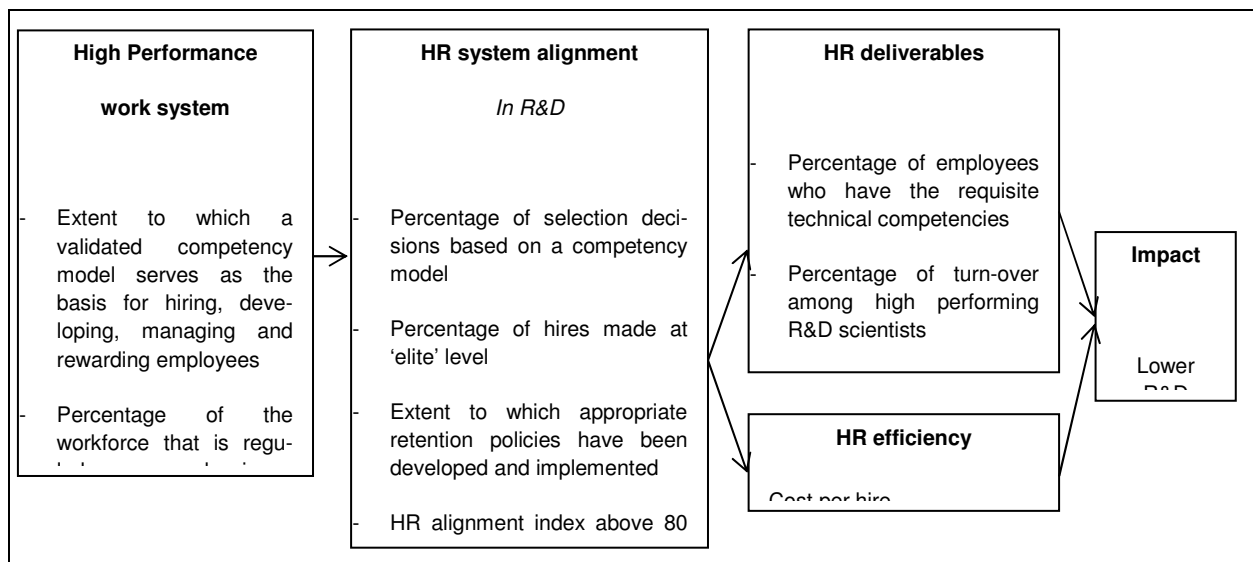
HR enablers reinforce performance drivers, for example, if a company identifies employee productivity as a core performance driver, then re-skilling may be an enabler (Brewster et al, 2008:153).

According to Brewster et al (2008:153), to be successful, the HR Scorecard requires investments in HR systems and the hiring of employees with the required competencies, the communication of the HR Scorecard throughout the organisation, and the weaving of the HR results into reward and recognition systems. The objective of the HR Scorecard is to drive the required types of workforce

behaviour that will have a substantial impact on the success of the business process and consequently lead to customer success and ultimately financial success.

An example of an HR Scorecard for a company's Research and Development (R&D) function is shown in figure 2.6.

FIGURE 2.6: An example of an HR Scorecard for a company's R&D function.



Source: Becker, B.E., Huselid, M.A. and Ulrich, D. 2001. *The HR scorecard: Linking people strategy and performance*. Boston (MA): Harvard Business School Press. 57.

Advantages

- It measures the leading indicators of success within an organisation.
- It encourages flexibility and change within the organisation.
- HR professionals effectively manage their strategic responsibilities.
- It reinforces the distinction between HR doables and HR deliverables.
- It assesses the HR contribution to the company strategy.

Disadvantages

- The success of the HR Scorecard will be possible only if a significant partnership with line management is formed.
- If all of the organisational processes and systems do not work well, the system will not be successful.

2.4.3.5 The Workforce Scorecard

Although the Balanced Scorecard and the HR Scorecard are important methods to evaluate, among others, the performance of individual employees, certain limitations regarding these methods have been found. It has become obvious that it is not the *activity* that counts, but the *impact* of the activity on the organisational outcomes that means the most to companies.

For example, the number of days of training provided is not important; what is important is the impact the training has on individuals and the organisation. A new process therefore needs to be developed to address this issue, and this has resulted in the development of the Workforce Scorecard (Huselid, Becker & Beatty, 2005:4). In figure 2.7 the integration between the Balanced Scorecard, the HR Scorecard and the Workforce Scorecard is indicated.

FIGURE 2.7: Managing Human Resource Capital in order to execute a strategy.

HR Scorecard ← Workforce Scorecard ← Balanced scorecard			
		Customer Success What specific customer expectations must be satisfied?	Financial Success What specific financial commitments must be met?
	Leadership and Workforce behaviours Are the leadership team and workforces consistently behaving in a way that will lead to achieving our strategic objectives?	Workforce Success Has the workforce accomplished the key strategic objectives for the business?	Operational Success What specific internal operational processes must be optimised?
HR SYSTEM <ul style="list-style-type: none"> • Align • Integrate • Differentiate 	Workforce Mind set and Culture Does the workforce understand our strategy and embrace it, and do we have the culture we need to support strategy execution?	Workforce Competencies Does the workforce, especially in the key or "A" positions, have the skills it needs to execute our strategy?	
HR Workforce Competencies <ul style="list-style-type: none"> • Strategic partner • Change agent • Employee advocate • Administrative expert 	HR Practices <ul style="list-style-type: none"> • Work design • Staffing • Development • Performance management • Rewards • Communication 		

Source: Huselid, M.A., Becker, B.E. and Beatty, R.W. 2005. *The workforce scorecard: Managing human capital to execute strategy*. Boston (MA): Harvard Business School Press. 4.

The following steps are needed for the practical implementation of the Workforce Scorecard within an organisation (Brewster et al, 2008:158-159):

- **STEP 1:**The first step in the process will be the development of a clear statement of the company's business strategies and the strategic capabilities needed to execute those strategies.
- **STEP 2:**The next step will entail the identification of key jobs or "A" positions as well as "A" performance that will be required within these positions to execute the company's strategy successfully. This could be, for example, jobs in R&D, manufacturing, marketing, and so on. By using the components of the scorecard, measures for different areas can be developed. Competencies and workforce behaviour for the individual areas such as R&D can be largely the same, while measures for workforce success, for example, may differ considerably.
- **STEP 3:**The next step will involve the company's HRM system, which must elicit the needed competencies and types of behaviour from the workforce that will ultimately drive the company's success. The tool that can be used here is the HR Scorecard.

The following questions can be asked:

- Is our total investment in the workforce appropriate?
- Are our practices aligned with the business strategy, integrated with each other, and differentiated across employee groups, where appropriate?
- Have we designed and implemented strategically aligned, world-class human resource management (HRM) policies and practices throughout the business?
- Do our HR professionals have the skills they need to design and implement world-class HRM systems? (Huselid et al, 2005:70)

From the above it is clear that a team of people will have to be involved in this process if it is to be successful (Brewster et al, 2008:159).

Advantages

- With well-formulated workforce performance measures, it will be easy to determine how well the workforce has performed.
- The performance appraisal will work well if the company strategy is clearly and widely understood by all stakeholders.
- If a team is implementing the process, it can be beneficial to all.

Disadvantages

- It is not always easy to identify workforce performance measures.
- It is possible that the company strategy has not been communicated well to the workforce and this can lead to confusion.
- It is time consuming to implement the scorecard successfully.

2.5 RATER DEFICIENCIES IN APPRAISAL METHODS/TECHNIQUES

In addition to the structural disadvantages pertaining to the different performance appraisal techniques/methods mentioned in the previous section, a number of problems can also be identified from a rater perspective. These will be discussed next.

- **Projection.** Projection is the tendency to see in others characteristics that we see in ourselves. As a result of this, we tend to judge those people to be higher performers than we do people who are less like ourselves (DeNisi& Griffin, 2008:338; Lepak&Gowan, 2010:272).
- **Contrast error.** This is an interesting deficiency. For example, if an average person works in a group where the individuals are below-average performers, the individual may appear to be a better performer than he/she really is (Lepak&Gowan, 2010:272).
- **Halo effect.** In this type of error, an individual is rated the same on all the dimensions based on one positive performance in one dimension (Nel et al, 2008:501).
- **Horns effect.** This is the opposite of the halo effect. Here, the supervisor tends to downgrade an employee on all the dimensions as a result of a poor performance in one of the dimensions (Armstrong, 2006:458).
- **Strictness and leniency.** Sometimes supervisors consistently give low ratings even though some employees may have achieved on average or even above average. This is known as strictness. The opposite also happens, for example, the supervisor for a number of reasons may decide that the easiest way out is simply to give everyone a high evaluation. This is known as leniency (Nel et al, 2011:418).
- **Central tendency.** When raters evaluate everyone as average, the result is central tendency. The reason for this can be that raters cannot evaluate the employee's performance because

of a lack of familiarity with the work, lack of supervisory ability, or fear of being reprimanded if they evaluate individuals too high (Nel et al, 2011:418).

- **Recency.** Here the supervisor tends to remember only the recent work done by the employee just before the assessment and tends to forget about the work done during the year (Nel et al, 2011:418).

2.6 DEVELOPING AN EFFECTIVE PERFORMANCE APPRAISAL PROCESS

Designing an effective performance appraisal process for a company/organisation is not an easy task. Various steps need to be followed to establish a system that works and is seen by everybody as being fair. What steps need to be taken? According to Grobler et al(2011:299-300), the following actions are needed:

2.6.1 DETERMINING PERFORMANCE REQUIREMENTS

The first step requires the administrators to determine what skills, output and accomplishments will be needed and evaluated during the performance appraisal process. In this regard, performance information may be sourced from the individual's job description.

2.6.2 CHOOSING AN APPROPRIATE APPRAISAL METHOD

As indicated in this chapter, several appraisal methods are available to evaluate staff performance. There is no one method that can suite all organisations. Within the same organisation, different methods can be used for different groups, for example, production, sales and management. However, the decision regarding the method to be used is based mainly on what is to be achieved by the appraisal.

2.6.3 TRAINING SUPERVISORS

A critical step in the performance appraisal process is the training of supervisors on how to evaluate employees effectively. Unfair evaluation of staff may result in a loss of morale, leading to demoralised employees and eventually to legal action against the employer, loss of production, or poor decisions pertaining to the compensation of staff.

2.6.4 DISCUSSING METHODS WITH EMPLOYEES

It is important that supervisors discuss with their employees what appraisal method(s) will be used, what areas will be evaluated, and the frequency of the assessment.

2.6.5 APPRAISING ACCORDING TO THE STANDARDS

The performance measurements should be used during the appraisal process. If this is not done, the system will lose credibility.

2.6.6 DISCUSSING THE APPRAISAL WITH THE EMPLOYEE

One of the most important steps in the appraisal process is the performance feedback given to the employee. Supervisors are encouraged to highlight the positive aspects of the performance and to discuss with sensitivity the areas that need attention.

2.7 EFFECTIVE PERFORMANCE APPRAISAL FEEDBACK

As indicated earlier, performance feedback plays a pivotal role in the performance appraisal process (Kreitner & Kinicki, 2013:244). The feedback informs employees about the performance standards and expectations. Meaningful feedback is used to guide, motivate and reinforce positive behaviours and reduce ineffective work behaviours. Employees are motivated to improve their job performance when the feedback is credible and delivered in a considerate and respectful manner by the supervisor.

According to Steelman and Rutkowski (2004:6-18), negative feedback, if not sensitively made, will result in negative reactions from the staff. Providing negative feedback is a job very few supervisors enjoy and they tend to avoid and delay the inevitable discussion and dealing with the employees' reactions. Supervisors are less likely to provide performance feedback when their subordinates fail to meet the performance criteria. Sometimes supervisors give positive feedback even though the performance is poor in order to decrease the uncomfortable environment associated with giving negative feedback. The way in which feedback is provided after the completion of the performance review is therefore vital if it is to make a meaningful contribution to the whole process.

The above discussion concludes the focus on performance appraisal. In the next section, a closer look will be taken at the performance management process.

2.8 PERFORMANCE MANAGEMENT

As indicated earlier in this chapter, performance management is the process of creating a work environment in which people can perform to the best of their abilities. An issue that plays a major role in this regard is motivation. This aspect will be discussed first before the other components of performance management are addressed. It should, however, be clear that any level of performance on any task is not solely as a result of motivation. It is a joint function of ability, motivation and context (the work environment) (McShane & Von Glinow, 2013:34). Human resource management plays a critical role in determining these elements of performance, and attention will also be given to these aspects in the earlier part of this section.

2.8.1 MOTIVATION

As indicated above, motivation is one of the essential drivers of individual behaviour and performance. As such, it plays an important role in the performance management process as it impacts directly on how a person will function within the job environment. Literally thousands of studies support the relationship between the various motivating forces and task performance (Colquitt, Lepine & Wesson, 2013:183). The motivating force with the strongest performance effect is self-efficacy/ competence, because people who feel a sense of internal self-confidence tend to out-perform those who doubt their capabilities (Stajkovic & Luthans, 1998:240-261). Difficult goals are the second most powerful motivating force. People who receive such goals out-perform the recipients of easy goals (Wood, Mento & Locke, 1987:416-425), while the motivational force created by high levels of valence, instrumentality and expectancy is the next most powerful motivational variable for performance (Van Eerde & Thierry, 1996: 575-586). In view of this important role motivation plays on performance it is necessary to take a look at some of the motivational theories found. The wide range and variety of motivation theories result from the great diversity of people and the complexity of their behaviour in organisations (Quick & Nelson, 2013:142).

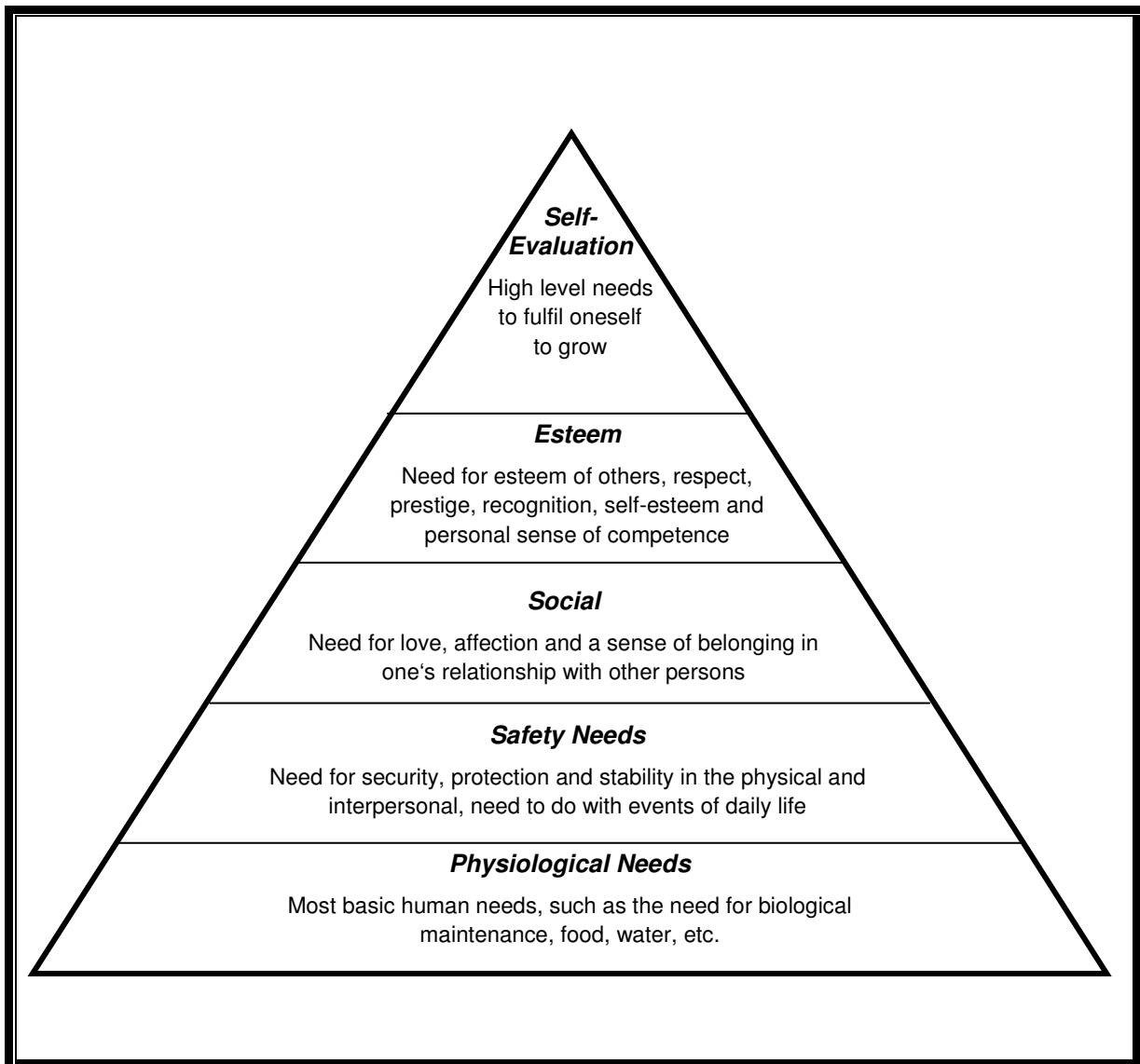
According to Quick and Nelson (2013:144), motivation can be defined as a process by which a person's efforts are energised, directed and sustained towards attaining a goal. However, people respond differently to situations and the way in which they are motivated. For example, new tasks may motivate some employees, while others will have a completely different view about the tasks and their willingness to expend high levels of efforts towards performing the tasks.

The important aspect in motivation is satisfying people's needs. According to Maslow, these needs can be satisfied in a hierarchy of needs, with the most basic needs at the lowest level increasing to the more appreciated needs at the highest level (Pettinger, 2010:130). These needs can be distinguished as follows:

- **Physiological needs:** These are the lowest needs people have on a daily basis, which include needs such as food, water and shelter.
- **Safety needs:** These needs become activated once the basic needs have been achieved. They include anything involving safety and a secure environment.
- **Social needs:** These needs follow the safety needs, and include the needs to associate, belong and be accepted as an employee in the workplace or within society.
- **Esteem needs:** These include internal factors such as self-respect, autonomy and achievement. The external factors include the personal status and recognition one receives from others.
- **Self-actualisation needs:** These are the highest level of the individual's needs. They are activated after all the other needs have been activated. They refer to the need for self-fulfilment and the desire to become what one is capable of becoming.

The model below (see figure 2.8) reinforces the idea that a variety of needs motivate different people. Maslow's theory is useful because it focuses on needs and suggests that not everyone would be motivated by the same set of needs at any one time (Quick & Nelson, 2013:148).

FIGURE 2.8: Maslow's Hierarchy of Needs.



Source: Moorhead, G. and Griffin, R.W. 2012. *Managing organizational behavior*. 10th ed. Mason (OH): South-Western Cengage Learning. 95.

A few years after Maslow's proposals, Clayton Alderfer proposed a variation on Maslow's theory which he called the ERG theory. Alderfer's theory substituted three basic levels of needs for Maslow's five levels. He labelled them Existence needs, Relatedness needs and Growth needs, and suggested that people might move either up or down the hierarchy of needs. For example, once we have satisfied our Existence needs, we can move up to Relatedness needs. If, however these needs are not being satisfied, we will move back to the Existence needs (Quick & Nelson, 2013:149).

However, needs-based theories explain only part of the story of motivation. They do not tell us much about how the person becomes motivated or how the person decides where to exert his/her efforts. To understand more about this, we need to turn to the various process-based models of motivation (Quick & Nelson, 2013:149).

2.8.2 PROCESS-BASED THEORIES OF MOTIVATION

Process theories of motivation are concerned with how a person becomes motivated to perform in a certain way. These theories also tell only part of the story as they need to be integrated with aspects of the needs-based theories in order to understand human motivation better (Shields, 2007:76). A discussion of a number of process theories follows.

2.8.2.1 Reinforcement Theory

According to Spector (2008:204), the Reinforcement Theory describes how rewards or reinforcement can affect behaviour. The theory is influenced by the Law of Effect developed by Thorndike, who said: "The probability of a particular behaviour increases if followed by rewards" (Shields, 2007:76). The opposite, however, is also true, namely, that behaviour decreases if followed by a punishment. The theory ignores feelings, attitudes and expectations.

2.8.2.2 Expectancy Theory

Vroom's expectancy model is a model of motivation suggesting that work motivation is determined by the individual's perceptions of the relationship between effort and performance, performance and rewards and the desirability of the rewards (Lewis, Goodman & Fandl, 2004:466). According to this theory, a person is motivated to the degree that he/she believes that, (1) effort will yield acceptable performance (*expectancy*), (2) performance will be rewarded (*instrumentality*), and (3) the value of the rewards is highly positive (*valence*) (Schermerhorn Jr), Hunt & Osborn, 2008).

Expectancy models are based on the notion that motivation is a function of the desirability of the outcome of the behaviour. In other words, if an individual believes that behaving in a particular way will generate rewards that the individual values and seeks, he/she will be motivated (Martin, 2005). The theory, therefore, focuses on the three relationships (expectancy, instrumentality, and valence) (Langton & Robbins, 2007:126). A brief discussion of these concepts follows.

- *Expectancy*

This is the probability assigned by an individual that work effort will be followed by a given level of achieved task performance (Schermerhorn (Jr) et al, 2008).

- *Instrumentality*

Instrumentality is the individual's perception that a specific level of achieved task performance will lead to outcomes or rewards (Lewis et al, 2004:466); it is the probability that performance will lead to various outcomes (Schermerhorn (Jr) et al, 2008).

- *Valence*

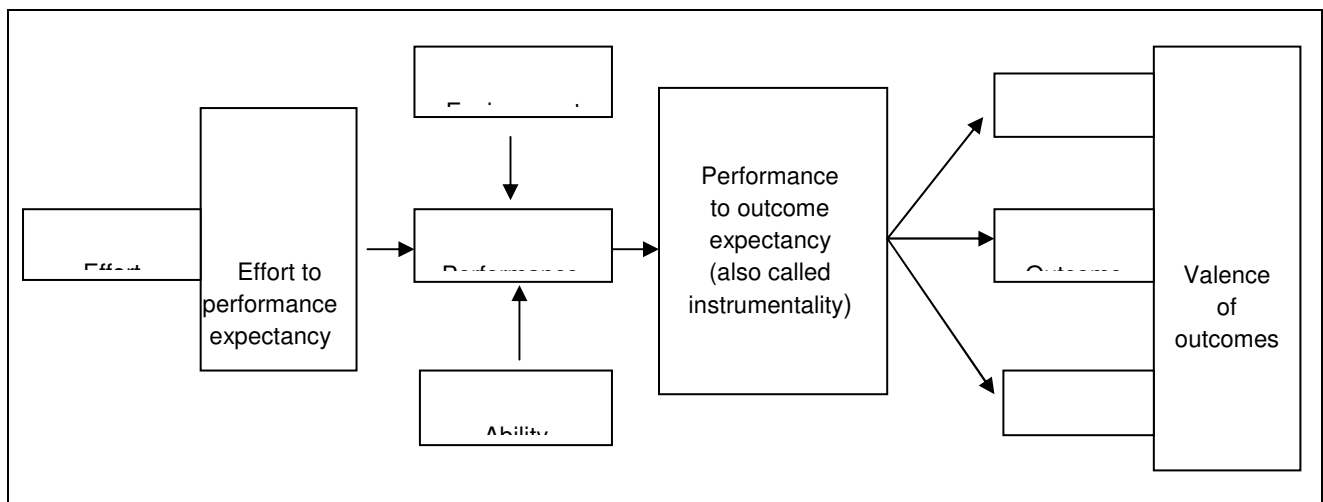
Valence is the value or importance that one places on a particular reward (Nelson & Quick, 2008 and Langton et al, 2007:128).

Vroom posits that motivation, expectancy, instrumentality, and valence form the following equation:

Motivation = *Expectancy* × *Instrumentality* × *Valence* (Schermerhorn (Jr) et al, 2008)

A schematic presentation of the Expectancy Theory model is provided in figure 2.9.

FIGURE 2.9: A schematic presentation of the Expectancy Theory Model.



Source: Moorhead, G. and Griffin, R.W. 2012. *Managing organizational behavior*. 10th ed. Mason (OH): South-WesternCengage Learning. 106.

2.8.2.3 Equity Theory

The Equity Theory was developed by J. Stacey Adams. This theory describes the process individuals follow in determining equity in the work place. According to the theory, people are motivated to perform their duties well if they perceive equity between their inputs and outcomes, for example, the rewards they receive, and the fair treatment they will receive from the organisation (Spector, 2008:150).

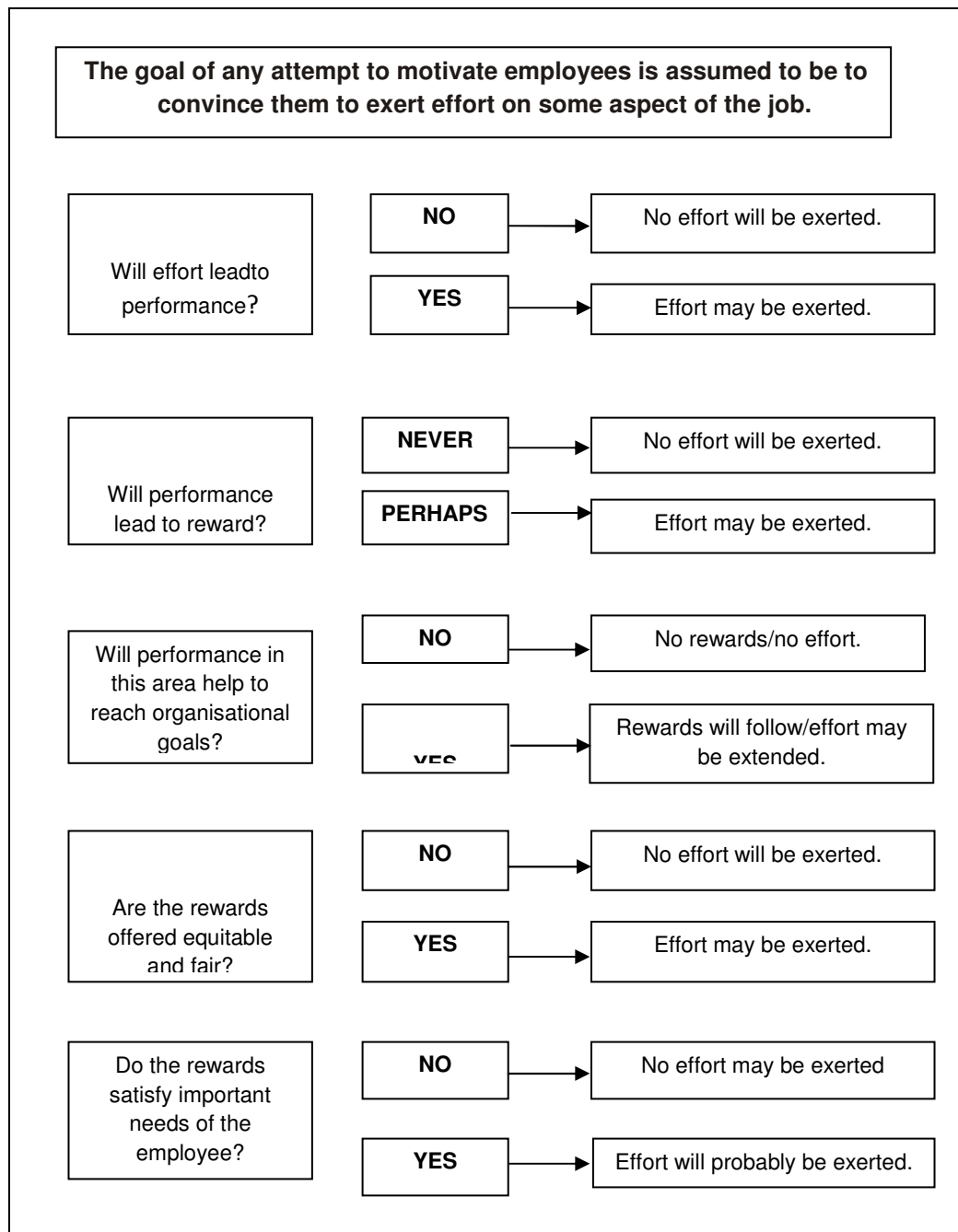
The equity theory asserts that employees who find themselves in an inequitable situation will experience dissatisfaction and emotional tension that will consequently reduce their motivation. Inequity is the psychological state that arises if employees compare themselves with others in respect of both the outcome ratio as well as the input ratio (Creed &Phillips, 2011:108).

2.9 AN INTEGRATED MODEL OF MOTIVATION

It is clear from the foregoing discussion that each of the motivation theories has something to offer. Having said this, it is possible to combine the positive aspects of each theory into a single overall model of motivation (see figure 2.10). A brief discussion of this model follows.

From the earlier discussion, it is clear that the five categories of needs from Maslow can easily be used in Alderfer's ERG theory. The only issue is therefore how many categories of needs we want to consider. Although the expectancy theory is much more complex than the reinforcement theory, both theories lead us to make the same basic recommendations, namely, that we strengthen the links between performance and gaining valued outcomes (Creed &Phillips, 2011:100). The basic notion here is that an employee will exert effort on the job only if that effort will lead to improved performance and rewards and if those rewards are considered to be fair and satisfy important needs of the employee.

FIGURE 2.10: An integrated model of motivation.



Source: DeNisi, A.S. and Griffin, R.W. 2008. *Human resource management*. 3rd ed. Boston Houghton Mifflin. 439.

2.10 OTHER IMPORTANT THEORIES OF MOTIVATION

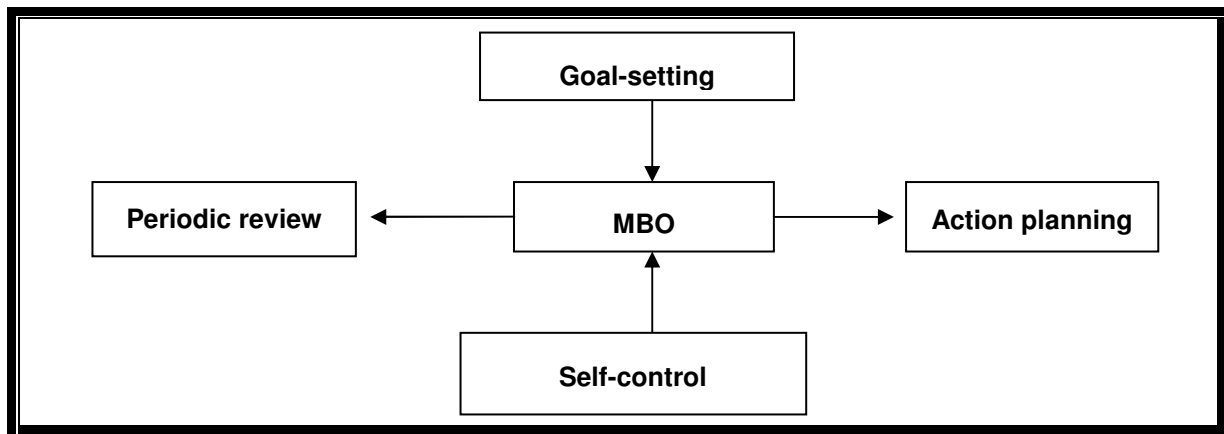
Two other important motivation theories are also found in the literature and deserve some attention as they also impact on the motivation of employees and are seen as vital to the process of

performance management within organisations. These are the Goal-setting Theory and the Agency Theory.

2.10.1 GOAL-SETTING THEORY

This theory was first proposed by Ed Locke (1968:157-189). The Goal-setting Theory is a fairly simple model of motivation. It is based on the premise that people with goals work harder than people without goals. Beyond that, the theory suggests that not all goals are created equal and that goals which are difficult and yet specific and concrete will motivate employees the best (Reece, Brandt & Howie, 2011:161). The Goal-setting Theory process is illustrated in figure 2.11.

FIGURE 2.11: Goal-setting Theory process.



Source: Grobler, P.A., Wörnich, S., Carrell, M.R., Elbert, N.F. and Hatfield, R.D. 2006. *Human resources management in South Africa*. 3rd ed. London: Thomson Learning. 275.

2.10.2 AGENCY THEORY

According to Shields (2007:469), the Agency Theory addresses potential conflicts of interest among different groups of stakeholders in an organisation. The name of the theory, together with some of its basic principles, is derived from the fact that in most modern organisations, the individuals who own a company do not actually run it on a day-to-day basis. The management of a company acts as their agent. Problems arise when the interests of the owners (the principals) are in conflict with the interest of the managers (agents). The agency theory can provide guidance on how to change some parameters of any situation so that the interest of the groups involved can be aligned. This is often done with incentives.

In this section, six major theories of motivation as they apply to the work setting have been discussed, namely: Maslow's hierarchy of needs, the reinforcement theory, the expectancy theory, the equity theory, the goal-setting theory and the Agency theory. However, two additional theories also deserve some attention, namely: intrinsic motivation and creativity. Although most of the motivation theories address extrinsic motivation, intrinsic motivation is just as important. Intrinsic motivation is the motivation to do work because it is interesting, engaging and possibly challenging. Performing work that is interesting and challenging can be its own reward. HR managers can achieve this through the process of job enrichment.

The other motivational aspect is creativity. Creativity has been suggested as one of the outcomes of intrinsic motivation. The most common definition of creative behaviour at work involves doing things that are innovative and that provide some value to the organisation. Thus, if HR managers can design jobs that are more challenging and interesting, it is more likely that employees will engage in creative behaviour at work (Kreitner & Kinicki, 2013:356).

2.11 PERFORMANCE-ENHANCEMENT TECHNIQUES

There is no doubt that enhancing the performance of the company's workforce is no easy task. In this section, the focus will firstly be on the different levels at which this can take place in the organisation, and thereafter some methods of how to raise this will be discussed.

2.11.1 ENHANCING PERFORMANCE AT DIFFERENT LEVELS WITHIN ORGANISATIONS

According to DeNisi and Griffin (2008:451), performance in any organisation exists at multiple levels. The most basic level of performance is at the level of the individual employee and this is the level that most people find it easy to conceptualise. Most appraisal techniques discussed up to now in the chapter are also applicable at this level.

It is critical that the performance-enhancement interventions ultimately improve the company level performance: this is the level that determines the long-term survival of the company, generates profits for shareholders, and determines the company's stock price.

A number of techniques to assist in this regard will be discussed next. These techniques all form part of the total performance management process as indicated in figure 2.1 earlier. The first aspect that will be discussed is training and development. Thereafter, the issue of job design will

be looked at, as well as the role of alternative work arrangements. Lastly, the aspect of tying rewards specifically to pay-for-performance will be addressed.

2.11.2 TRAINING AND DEVELOPMENT

A further important component in the performance management system is that of training and development as indicated in figure 2.1 in the beginning of the chapter.

South Africa is in the second decade of its democracy; however, it is at present faced with one of its biggest challenges, namely, the shortage of skills. This affects the economy and hampers service delivery.

According to Saunders, Lewis and Thornhill (2007:610-630), training is defined as a planned attempt by the organisation or a systematic process to modify the employee's learning of job-related knowledge, skills and behaviours. Training aims to improve employees' performance within the company, usually when work standards are low as a result of lack of skills or knowledge or poor attitudes among individual employees or groups (Erasmus, Loedolff, Mda & Nel, 2006:2).

A topic closely related to this is development. Development refers generally to the development of employees as a group within an organisation rather than that of an individual. Development assists managers and professionals to provide the skills needed for both present and future jobs. Thus, where training focuses on the now, development is focused on the future, and takes place within the context of specific objectives (Erasmus et al, 2006:3).

The ultimate goal of a training programme is to improve organisational performance and add to organisational effectiveness and profitability. Training is not a once-off event, but a continuous process in achieving organisational effectiveness. Employees therefore need to receive training on an on-going basis to enable them to keep abreast of the latest developments.

Training and development can be implemented in different ways for example, through skills programmes, short courses, formal training and learnerships. Both generic and specific training can be offered to employees. Generic training refers to training where employees gain skills that can be used at different workplaces. Specific training, however, refers to training in which employees gain information tailored specifically to suit the needs of the company where they are employed (Wilkin, Bacon, Redman & Snell, 2010:155).

In many instances training interventions have shown a remarkably positive impact. For example, several studies have reported on the benefits of training, such as increased skills set, motivation, higher productivity and knowledge transfer (Choo&Bowley, 2007:339-352).

- ***Training benefits for the individual***

The individual benefits from training in the following important ways:

- The individual is empowered to make better decisions and solve problems more effectively.
- Job satisfaction is increased and knowledge is improved.
- Training in critical and scarce skills and knowledge bases adds to employee marketability and employment security.

- ***Training benefits for the organisation***

The organisation benefits from training in the following important ways:

- It helps to keep costs down.
- It improves the organisational culture.
- The morale of the workforce is improved.
- Improved profitability and better service delivery.
- General efficiency and productivity.
- Skills and knowledge encourage staff to take responsibility (Erasmus et al, 2006:5; Mello, 2011:385).

2.11.3 JOB DESIGN

A far different approach to enhancing company/organisational performance is through the redesign of jobs. Specifically, this technique involves redesigning jobs so that the work itself will motivate employees to exert greater effort. A number of approaches can be found here: job enrichment, job rotation, job enlargement, alternative work arrangements, and expanded leave (Quick& Nelson, 2013:455).

2.11.3.1 Job enrichment

Job enrichment is an attempt by the organisation to make jobs more desirable or satisfying. The process entails the modification of the current jobs (tasks) to enable employees to experience a higher level of job achievement. Job enrichment can be realised by assigning more interesting and

difficult tasks to the job and granting additional authority to execute these tasks to the employees. The lack of flexibility in jobs can result in an employee being unhappy, leading to low productivity (Werner & Desimone, 2006:51).

2.11.3.2 Job rotation

Job rotation is the periodic shifting of employees in a predefined way over a period of time, from one task to another when the job is no longer challenging to them (Reece et al, 2011:162). For example, an employee can move from the car washing bay to fitting wheels and later on move into the inspection section of the company. Job rotation reduces boredom and increases the level of employee motivation.

However, job rotation has not been very successful in enhancing employee motivation or satisfaction, because jobs that are amenable to rotation tend to be relatively standard and routine (Reece et al, 2011:162).

2.11.3.3 Job enlargement

Job enlargement was developed to increase the total number of tasks that workers perform. As a result, all workers perform a wide variety of tasks, thereby reducing the level of job dissatisfaction. For example, in a glass-fitting workshop, instead of cutting window panes only, the employees can physically fit the glass into the frames as well (Reece et al, 2011:163).

2.11.4 ALTERNATIVE WORK ARRANGEMENTS

Another approach to performance enhancement involves allowing employees more flexibility in their working arrangements. There are different approaches to alternative work arrangements, and a number of the most popular ones will be discussed next.

2.11.4.1 Flexible working hours

One type of alternative work arrangement is flexi-time. Flexible work hours give employees control over the starting and ending times of their work schedule. Here, employees decide what time they will be at the office, and when they will leave. Work time is designed in such a way that there is always a maximum number of employees available at any time when they are needed, for example, between 09:00 and 15:00 every day (Gomez-Mejia, Balkin & Cardy, 2010:105).

The benefits of having a flexible working package in a company can include:

- Improved job satisfaction, morale, and productivity.
- Enhanced employee recruitment and retention.
- Reduced absenteeism.
- Reduced stress and burnout.
- Improved balance of work and family life.

2.11.4.2 Compressed work week

According to Luthans (2011:44), the compressed work week arrangement favours both employees and employers. Employees work the required number of hours, but do so in less than five days. For example, this option allows the organisation to operate for 10 hours a day, 4 days in a week, while Friday becomes a free day for the employees.

2.11.4.3 Telecommuting

Here, the employer allows employees to work from home on specific days. Employees are connected to the office via telephone or cellphone, faxes and e-mails. The programme needs to be well managed to ensure that proper control and supervision of the subordinate's work takes place. Studies have shown that the implementation of telecommuting leads to increases in the productivity of employees(Quick& Nelson, 2013:470).

2.11.4.4 Expanded leave

Under this arrangement, employees are allowed to take long leave, such as sabbatical leave, or leave for community service or for educational purposes. The organisation guarantees the payment of the employee's salary with benefits during the leave period (Cascio, 2013:139).

2.11.5 INCENTIVES AND PERFORMANCE-BASED REWARDS

Another approach to enhancing performance in the workplace is by explicitly tying rewards to performance. Many plans on how this can be done exist, for example, through incentives such as individual incentive pay plans or team incentive pay plans.

2.11.5.1 Incentives

Incentives are regarded as a once-off payment by the organisation to employees for good performance. The main purpose of incentive pay is to equate pay to the contribution made by the employees in the achievement of the organisational goals (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw&Oosthuizen, 2009:250). A brief discussion on individual and team incentive pay plans follows:

2.11.5.2 Individual incentive pay plans

Many different Individual incentive pay plans such as sales commissions, piece-rate, performance bonuses and merit pay can be found in the literature (DeCenzo& Robbins, 2010:273). A brief discussion of these follows:

- **Sales commission:** Here the compensation is based on a percentage of the total sales achieved. For example, employees are paid a basic salary for the work done, and commission is paid for exceeding the set target for a particular month (Luthans, 2008:101).
- **Piece-rate incentive:** This is the oldest incentive plan. In this case, an employee is paid a fixed rate for each task completed. For example, people are given a piece of land to work on, and when finished, they are paid for the completed task (Wright, 2004:136).
- **Performance bonuses:** A performance bonus is an incentive payment given to an employee in the form of a lump sum payment for exceeding the required target. This is a once-off payment and is normally seen as a fourteenth cheque (Moorhead& Griffin, 2012:162).
- **Merit pay:** This is based on the performance of the individual, who can receive either one or two salary notch increases on his/her salary scale. This is a permanent pay increase (Moorhead& Griffin, 2012:162).

2.11.5.3 Team incentive pay plans

With regard to teams, two types of plans can be distinguished, namely: profit-sharing plans and gain-sharing plans:

- **Profit-sharing plan:** Under this plan, the employees receive a share of the company's profit. The profit is paid in addition to the employee's regular salary (Gomez-Mejia et al, 2010:383).

- **Gain-sharing plan:** The underlying assumption of gain sharing is that the employees and the employer have the same goals and therefore should share in the incremental economic gains achieved by the company. For example, a cost saving from productivity improvements will result in some of the gains being shared by the staff.

2.12 EVALUATING PERFORMANCE ENHANCEMENT PROGRAMMES

Any discussion of how the company evaluates the effectiveness of performance enhancement techniques must really become a discussion of how one measures the company's performance. When we think about individual performance, we can think about the number of units produced or total sales, but measuring organisation-level performance is much more difficult (DeNisi & Griffin, 2008:473).

Any true measure of organisational success must tie back to the organisation's strategic goals. The simplest way to assess a company's performance is therefore to determine whether or not the strategic goals have been met. For example, if one of the organisation's goals was to expand the business to four provinces with four additional branches within in the next financial year, the question would be: "Did it happen?"

In addition, there are general indices of company level performance that could be used to help evaluate the effectiveness of these interventions. The first set of indices that can be considered is human resource indicators. These would include the measuring of turnover, absenteeism, accident rates and labour cost. All of these indices indicate how well the company is managing its human resources. Given the steady rate of production or sales, changes in these indicators in the desired direction, for example, lowering them, means higher profitability for the company (DeNisi & Griffin, 2008:474). In addition, there are other measures of profitability such as productivity and controllable costs. As an example, a food serving company will focus more on controllable costs as the major indicator of success, whereas in the manufacturing sector, the focus will be more on some measure of productivity, which will include output and the cost of production.

Organisations can also use a set of financial and accounting indicators in this area. For example, one of these can be the stock price, which presumably reflects the market view of the organisation's success – although there are other factors that may affect the stock price (DeNisi & Griffin, 2008:474). Other indices also exist such as the return on investment (ROI). Based on the

indicators discussed here, there is no reason to choose a specific indicator over another one, as each indicator provides useful information to the company to enable it to measure its success.

2.13 THE WORK ENVIRONMENT

As mentioned earlier, one of the three components influencing an individual's performance is the job environment. Here we think of the equipment, materials and other work-related aspects such as colleagues, supervisors and leadership issues. The work environment can be divided into three main components, namely: the job content environment, the job context environment, and the external environment (Terblanche & Grobler, 2000:19). A brief discussion of these environments and their impact on the individual performance within a company follows.

2.13.1 The job content environment

This environment refers to the psychological satisfaction experienced by the employee when performing his/her work. It thus has an important influence on employee performance and productivity and, ultimately, organisational success (Terblanche & Grobler, 2000:20).

The following elements can be identified in an employee's job content environment:

- ◆ **Nature of the job**

The nature of the job refers to the extent to which the job allows the employee the opportunity to realise his/her full potential. It is essential that the job allows sufficient opportunity for the incumbents to be creative and innovative. The job design aspect discussed earlier will play an important role here.

- ◆ **Job guidelines and goals**

It is important that employees know what their jobs entail and where they fit into the overall goals of the organisation. Standards of performance and acceptable behaviour, as well as proper guidelines on how to execute the job tasks, need to be formalised so that employees know what they are accountable for. Again, job design can play a valuable role here.

- ◆ **Status and recognition**

The status an employee enjoys within an organisation is directly tied to the content of the job. It is essential that an employee is proud of his/her job and the status he/she receives within the organisation, as well as from the external environment (Terblanche and Grobler, 2000:20).

- ◆ Development

The development of individuals is essential if the organisation is to ensure adequate skills and knowledge for the future. Thus training and development need to be done on a regular basis (Terblanche & Grobler, 2000:20). See the earlier discussion in this regard.

2.13.2 The job context environment

The second environment is known as the job context environment. This environment is also called the social and physical environment. It refers to the job satisfaction experienced by an employee due to his/her affiliation to, and membership of the organisation. The following sub-components can be found here:

- ◆ Leadership style

If quality leadership and supervision are received by the employee, he/she will be motivated to perform. It will also lead to a reduction in conflict and will therefore have a positive impact on the motivation of the employee.

- ◆ Structure and personnel policy

It is vital that various HR systems are established within the organisation to support the employee. Here we think of company policies being available on the company intranet. A proper organisational structure also needs to be in place, with a clear delegation of powers between the different levels.

- ◆ Interpersonal relations

To be productive and motivated, it is important that employees have good relationships with their colleagues. This will reduce conflict, resulting in groups working together harmoniously.

- ◆ Group relations

Individuals are unable to strive towards achieving organisational goals in isolation but rather need to interact within a work group in order to achieve the organisational objectives. Working in a team together is therefore of vital importance.

- ◆ Working conditions

The conditions under which employees work, will also impact directly on their motivation and productivity. Various sub-elements pertaining to working conditions can be distinguished.

The first of these is the physical working environment. This includes lighting, ventilation, noise and air pollution. A second is that of the psychological working conditions. This refers to the psychological effects that work pressure has on specific individuals and groups, for example, the stress they experience.

The third element is that of the physical layout of the workplace. Workers need to be able to find their tools and materials quickly and effectively. Having all of these issues working together harmoniously can lead to increased job satisfaction and productivity (Terblanche & Grobler, 2000:21).

2.13.3 The external environment

The final environment is the external environment, which primarily refers to areas outside the organisation that have an impact on the employees. Changes, especially in the economical, technological, political and institutional environments, have an impact on the management of an organisation as well as the utilisation of employees.

For example, technological developments and changes can have a direct impact on how the individual is performing his/her task. It can impact on him/her either positively or negatively. It is clear that the environments within which an individual finds himself/herself can have a major impact on his/her motivation and performance. The aim is thus to maximise individual and group performance by creating individual motivation, which in turn will lead to increased individual performance and ultimately company success.

2.14 OVERALL CHARACTERISTICS OF A PERFORMANCE MANAGEMENT SYSTEM

The discussion in this chapter highlights the close relationship which exists between Human Resource Management and Performance Management. It also indicates the main building block on which the PM system is based, namely the performance appraisal. According to Gilmore and Williams (2013:233), the purpose of the appraisal is to provide an opportunity to communicate with employees about all aspects of their individual performance, identify opportunities for training, learning and development, and motivate them by providing feedback, recognition and praise linked to extrinsic rewards. The PM process is thus a process which contributes to the effective management of individuals and teams to achieve high levels of organisational performance. The process can be seen as a partnership between HR managers, business managers and employees

(Gilmore & Williams, 2013:231). It is also clear that for employees to perform beyond the minimum requirements, they need to be motivated, have the ability through their knowledge and skills to perform well, and also have the opportunity to use their skills in their specific roles within the organisation (Gilmore & Williams, 2013:230).

According to Armstrong and Baron (2005), the PM system demonstrates the following characteristics:

- it (the organisation) communicates a vision of its objectives to all employees
- it sets departmental and individual performance targets which are related to wider organisational objectives
- it conducts formal reviews of progress towards these targets
- it uses the review process to identify training, development and reward outcomes
- it evaluates the whole process in order to improve effectiveness
- it uses formal appraisal procedures as a way of communicating performance requirements that are set on a regular basis.

2.15 SUMMARY

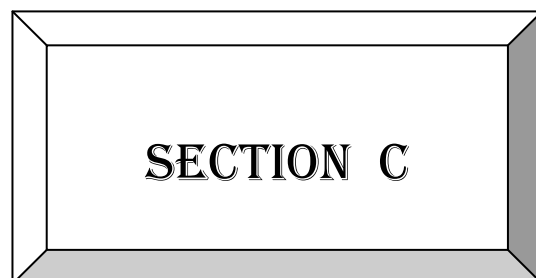
In this chapter, the focus has been on performance management and performance appraisal. The chapter discussed important key questions about the performance appraisal process, namely who should evaluate employees' performance, and what to evaluate. Different role players in performance appraisal were identified, such as the rater, supervisor, peers, subordinates, customers and clients (360-degree feedback).

Rating techniques/methods were also discussed. These included: the graphic rating scale, critical incidents method and the behaviourally anchored rating scales (BARS). The Balanced Scorecard, HR Scorecard and the Workforce Scorecard were also discussed as new developments in the appraisal field. The impact of motivation on the individual was looked at, and the following theories were discussed, namely: Maslow's hierarchy of needs, the Reinforcement theory, the Expectancy theory, and the Equity theory.

Other important theories such as the Goal-setting theory and the Agency theory also received attention. Various performance enhancement techniques were also discussed, such as alternate work arrangements, training and development, incentives, evaluation of performance enhancement

programmes, and the work environment. Finally, the evaluation of performance enhancement programmes was also discussed, and the overall characteristics of a performance management system was highlighted.

In the following chapter, the profile of the Department of Labour with specific reference to its performance management process will be looked at.



THE DEPARTMENT OF LABOUR

CHAPTER 3

A PROFILE OF THE DEPARTMENT OF LABOUR WITH SPECIFIC REFERENCE TO ITS PERFORMANCE MANAGEMENT PROCESS

3.1 INTRODUCTION

The Department of Labour plays a significant role in reducing unemployment, poverty and inequality through a set of policies and programmes developed in consultation with social partners. These actions are aimed at improving economic efficiency and productivity, skills development and employment creation. The Department therefore plays an important role in South Africa, and as a result, is the focus of this study.

In this chapter the focus will first be on the historical background of the Department of Labour. Thereafter the focus will shift to the creation of the new Department of Labour in 1994, and lastly, the activities pertaining to the performance management process within the Department will be looked at.

3.2 HISTORICAL BACKGROUND LEADING TO THE NEW DEPARTMENT OF LABOUR

Two very distinct periods regarding the development of the Department of Labour can be found, namely, the period before 1994 and the period after 1994.

3.2.1 DEVELOPMENTS BEFORE 1994

South Africa's major employment problems during the period before 1994 were characterised by discriminatory laws such as the Black Labour Relations Regulation Act 48 of 1953 and the Industrial Conciliation Act 28 of 1956 (later renamed as the Labour Relations Act). These Acts embodied the racial policies of the then Government (Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005:77).

The previous government (also known as the apartheid government) regulated the working community in many ways, which included reinforcing racial (or discriminatory) and repressive labour laws based on the colour (race) of the employees. For example, black workers were less favoured than white workers (Grogan, 2010:308).

As a result of these inequalities, and the enormous pressure from the black workforce, the government of the day found it necessary to make important changes in the area of labour utilisation in the country. This led to the appointment of the Wiehahn Commission in 1979. The Commission was appointed against the backdrop of the socio-political turbulence of the seventies (Venter, 2006:41).

The main aim of the Commission was to investigate South African labour legislation in its entirety, once and for all (Levy, Kelly & Levy, 2010:79). This Commission, together with the Riekert Commission, recommended drastic changes to the existing labour dispensation. The majority of the recommendations were accepted by the government (Grogan, 2010:308) (see table 3.1).

TABLE 3.1: Some recommendations pertaining to the first part of the Wiehahn Commission Report (released in May 1979).

- ◆ Trade union rights should be granted to black workers.
- ◆ The name Department of Labour should be changed to the Department of Manpower.
- ◆ A new industrial Court should be established.
- ◆ Job reservation should be abolished.
- ◆ Separate facilities, in shops, offices and in work places should be abolished.
- ◆ A National Manpower Commission should be established.
- ◆ Stringent requirements should be set up to register a trade union.
- ◆ A major revamp of the labour legislation should be undertaken.
- ◆ Racism should be removed from the Industrial Relations (IR) legislation.
- ◆ Minimum standards should be introduced into the basic Conditions of Employment Act (BCEA).
- ◆ Black trade unions should be recognised.
- ◆ Health and Safety legislation for the work place should be rewritten.

Source: Grogan, J. 2010. *Workplace law*. Cape Town: Juta & Co. Ltd. 308.

TABLE 3.2: Further recommendations released by the Wiehahn Commission during 1981.

- ◆ Labour laws and practices should correspond with international conventions and codes.
- ◆ The Wage Act should be retained and amended.
- ◆ The conditions of employment for women, as well as their working circumstances, should be revised.
- ◆ Specific legislation should be adopted to deal with unfair labour practices.
- ◆ The position of the closed-shop agreement should be clarified.

Source: Grogan, J. 2010. *Workplace law*. Cape Town: Juta & Co. Ltd. 308.

The Wiehahn Commission performed its job well and despite reservations from different stakeholders, the government accepted the recommendations, which consequently led to major changes in the labour dispensation in South Africa. During this period, the Department was known as the Department of Manpower.

3.2.2 DEVELOPMENTS AFTER 1994

Employment relations in South Africa evolved through various phases, culminating in the current dispensation initiated by the democratic system of government in 1994 (Landis & Grossett, 2005:1).

In the period after the first democratic election in April 1994, a totally new labour dispensation was established. Firstly, the name of the Department was changed to the Department of Labour. Secondly, numerous activities pertaining to labour issues that had previously been dealt with by the different independent states (the former homelands, known as the TBVC states) were incorporated into the new Department.

Thirdly, in line with South Africa's new Constitution, numerous new labour laws were passed, namely:

- ◆ The Labour Relations Act 66 of 1995.
- ◆ The Basic Conditions of Employment Act 75 of 1997.
- ◆ The Employment Equity Act 55 of 1998.
- ◆ The Skills Development Act 97 of 1998.

Thus, all legislation pertaining to discrimination in the workplace was abolished by means of the new legislation created by the new Department. For a brief summary of the purposes of each Act, see Appendix A.

3.3 SOME FACTS ABOUT THE NEW DEPARTMENT OF LABOUR

3.3.1 STRUCTURE OF THE DEPARTMENT OF LABOUR

As a result of the creation of the nine (9) new provinces in the country, the Department of Labour set up provincial offices, one in each province, with its Head Office in Pretoria, after 1994. To foster service delivery within its structures, the Department developed the following business units at the provincial level: Public Employment Services (PES); Beneficiaries Services (BS); and Inspections & Enforcement Services (IES) as core delivery units; with Labour Market Information & Statistics (LMIS) and a Management Support Services unit to support all the business units. The Department also created distinguishable Labour Centres in the various regions within the provinces. The Department of Labour now has 125 Labour Centres countrywide, with 429 visiting points and 9 satellite offices (see table 3.3).

TABLE 3.3: Labour centres, visiting points and satellite offices of the Department of Labour.

<i>Province</i>	<i>Number of Labour Centres</i>	<i>Number of visiting points</i>	<i>Number of satellite offices</i>
Gauteng	26	4	0
KwaZulu-Natal	16	45	2
Western Cape	12	85	7
Eastern Cape	16	77	0
Mpumalanga	14	23	0
Limpopo	13	17	0
Free State	11	72	0
North West	10	20	0
Northern Cape	7	86	0
TOTAL:	125	429	9

Source: Department of Labour. 2009. Strategic plan for the Department of Labour 2010-2015:4.

In figure 3.1 the present organisational structure of the Department of Labour is indicated. For more details pertaining to the roles of the individual sections in the structure see Appendix B.

3.3.2 STAFF COMPLEMENT

In table 3.4, the total staff complement of the Department as on 31 August 2010 is indicated. A total of 6 766 people were at the time employed by the Department. Approximately 840 vacancies existed at that stage. The total post-establishment is 7 606. The most staff members, 1 235, are found in Gauteng province, followed by KwaZulu-Natal with 875 staff, while the smallest staff contingent is found in the Northern Cape, with 269 staff. The reason for the larger staff numbers in Gauteng is the concentration of workers in this province when compared to the other provinces. In terms of gender, the staff in the Department consists of 56 percent females and 44 percent males, with all ethnic groups being well represented.

TABLE 3.4: Staff complement of the Department of Labour in 2010.

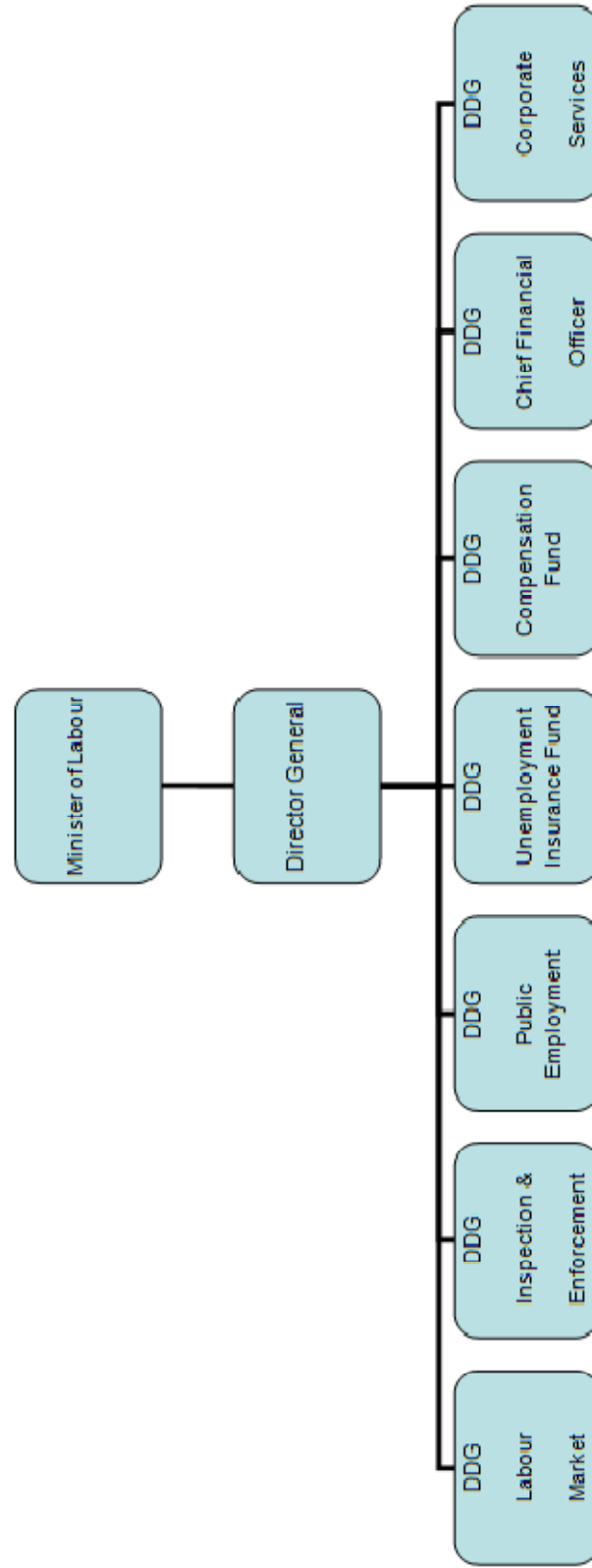
<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Africans	2 385	2 804	5 189
Coloureds	293	382	675
Indians	92	88	180
Whites	177	545	722
<i>TOTAL:</i>	2 947	3 819	6 766

Source: Department of Labour. 2010. Employment Equity report dated 31 August (unpublished).

The rank structure of the Department consists of numerous levels, the lower salary levels being levels 1-3, which are in the minority, followed by salary levels 4-6, which are in the majority (see table 3.5).

Most of the officials at salary levels 4-6 are placed at the front-line offices, and serve as the face of the Department. They are normally based at the delivery service points. The majority of these staff members are inspectors, client service officers (CSOs) and administration clerks.

FIGURE 3.1: Organisational structure of the Department of Labour



Source: Department of Labour. 2010. *Strategic plan for the Department of Labour 2010–2015*. 2

* DDG = Deputy Director General

TABLE 3.5: Staff establishment per rank level in the Department of Labour.

NUMBER OF EMPLOYEES PER SALARY LEVEL								
SALARY LEVELS	1–3	4–6	7–8	9–10	11–12	13–14	15–16	TOTAL
Number of posts filled	241	3 832	1 901	535	179	70	8	6 766
Number of posts vacant	27	432	251	91	26	11	2	840
TOTAL NUMBER OF POSTS	268	4 264	2 152	626	205	81	10	7 606

Source: Department of Labour. 2010. Employment Equity report dated 31 August (unpublished).

The next set of levels, 7-9, consists of practitioners and supervisors. At levels 9-10, the Assistant Directors are found, followed by the Deputy Directors at levels 11-12. At levels 13-14 the Chief Directors can be found, while at the highest levels, 15-16, the Deputy Director Generals are found, led by the Director General.

3.3.3 DUTIES OF THE DEPARTMENT OF LABOUR

The Department of Labour performs a number of duties, which consist of the following, among others:

- Processing of claims for the compensation of occupational injuries and diseases of staff while on duty and attending to applications for payments from the Unemployment Insurance Fund (UIF).
- Investigating cases reported to the Labour Centres, conducting inspections by Labour Inspectors, and providing employment services to people seeking employment.

3.3.4 MISSION OF THE DEPARTMENT OF LABOUR

The mission of the Department of Labour is to regulate the South African labour market for a sustainable economy through appropriate legislation and regulations, by conducting inspections and enforcing compliance.

In order to achieve this mission, a number of strategic priorities have been identified by the Department (see table 3.6).

From table 3.6 it is clear that some major challenges face the Department of Labour which will be realised only if its staff component is motivated and perform their duties diligently. One aspect which can assist greatly in this regard is a well-developed performance management system.

TABLE 3.6: Strategic priorities of the Department of Labour (2010-2015).

♦ Strategic Priority 1:	Speeding up economic growth and transforming the economy to create decent work and sustainable livelihoods.
♦ Strategic Priority 2:	Strengthening the skills and human resource base.
♦ Strategic Priority 3:	Improving the health profile of the nation.
♦ Strategic Priority 4:	Having a comprehensive rural development strategy linked to the land and agrarian reform and food security.
♦ Strategic Priority 5:	Intensifying the fight against crime and corruption.
♦ Strategic Priority 6:	Designing a massive programme to build an economic and social infrastructure.
♦ Strategic Priority 7:	Building cohesive, caring and sustainable communities.
♦ Strategic Priority 8:	Ensuring sustainable resource management and use.
♦ Strategic Priority 9:	Pursuing African advancement and enhanced international co-operation.
♦ Strategic Priority 10:	Building a developmental state, including the improvement of public services.

Source: Department of Labour.2009. *Strategic plan for the Department of Labour 2010-2015*. 12.

3.4 PERFORMANCE MANAGEMENT ACTIVITIES IN THE DEPARTMENT OF LABOUR

Performance management activities in the Department of Labour are based on the performance management policy of the Department known as the Performance Management (core levels 1-12) Policy number 14. Managers and subordinates are expected to implement the performance

management practices according to the guidelines and prescripts of the policy. This policy is based on the following:

- ◆ The Strategic Plan of the Department.
- ◆ The Skills Development Act.
- ◆ HRM Policies and guidelines of the Department.
- ◆ Public Service prescripts.
- ◆ The Labour Relations Act.
- ◆ The Public Finance Management Act.
- ◆ The Employment Equity Act.
- ◆ The Public Service Co-ordinating Bargaining Council Resolution 10 of 1999: “Incapacity Code and Procedures for the Public Service”.

The above documents act as the framework within which the Department of Labour’s performance management process operates. As indicated in the previous chapter, this whole process is activated by the performance appraisal process within the Department. In the next section, the performance appraisal process, as it operates within the Department, will be discussed, and attention will also be given in section 3.5, on how the rest of the performance management process activates within the Department and interacts with the performance appraisal process.

3.4.1 PERFORMANCE APPRAISAL PROCESS

The performance appraisal process in the Department of Labour starts each year during April. The HR division issues a directive to all heads of divisions to start the performance appraisal process within their divisions. The staff is informed about the due date for submitting their performance agreements, as well as when the agreements must be finalised within each section. All staff members must enter into performance agreements on an annual basis.

Each employee is expected to have a signed copy of his/her performance agreement within a month of his/her appointment. Performance agreements are signed by employees and their immediate supervisors. The agreement clearly states the targets to be achieved and the period within which to achieve the agreed targets (see Appendix C for a copy of such an agreement form). If an employee changes job roles at the same level during the performance cycle, a new performance agreement must be entered into for the new role, and the performance assessment should take both periods of work into consideration.

The signed performance agreements are moderated by senior staff members. For example, the administration clerk reports to the supervisor, who reports to the Assistant Director, who reports to the Deputy Director, who moderates the performance agreements and performance assessments for all the subordinates.

The purpose of the moderation process is to ensure that the targets and the agreements are fair and reasonable. At the end of the assessment period, each employee is assessed to determine the progress achieved, in accordance with the signed performance agreement. Self-assessment is the first step in the performance appraisal process in the Department.

After the employee has assessed him-/herself, the appraisal is sent to his/her manager for a discussion regarding the individual scores (see Appendix D for a copy of an assessment form).

The assessment of the incumbent's performance is done on a six-monthly basis as per the review cycle (see table 3.7). The supervisor, incumbent and moderator sign the performance assessment.

TABLE 3.7: Timelines for the performance appraisal assessments within the Department of Labour.

<i>First semester</i>	<i>Assessment month</i>
April to September	October
<i>Second semester</i>	<i>Assessment month</i>
October to March	April of the following year

Source: Department of Labour. 2003.*PMSPolicy*. 4.

The scores used in the rating, range between 1-5. For more details on the rating scales (see Appendix E). If both parties (supervisor and the employee) agree on the scores the final appraisal form is completed, which is then signed by both parties. In case of a dispute, that is, where both parties do not agree on the scores, the employee has the right to refuse to sign the performance appraisal form.

He/she can then lodge a dispute in writing to the moderator. The moderator is the senior staff member of both the employee and the supervisor. The moderator investigates the matter using supportive documents received from both parties. If the dispute cannot be resolved, the dispute is referred to the Local Review Board for further investigation. This Board consists of senior

managers within the Department as well as a number of representatives from the Labour Centres in the provinces.

The function of the Local Review Board is to verify whether the performance appraisal process was conducted in a fair and just manner. The Board meets after each performance appraisal session, to establish whether there is a need to adjust the scores. It can also request additional information if need be to verify the scores of especially the high achievers (Department of Labour, 2003:8).

At the next level we find the National Review Board. This is the highest decision-making body in the Department, and is chaired by the Chief Director: HRM. This Board consists of Chief Directors, representing each branch of the Department, the Chief Financial Officer, and the Chief Directors of the Provincial Operations.

After the performance appraisal process has been completed in all of the provincial offices as well as Head Office, the score sheets are sent to the National Review Board for the adjudication of the results. The Deputy Director-General: Corporate Services approves the payment of incentives for the employees qualifying for awards.

Based on the total scores obtained during the review process, the employees can receive recognition from the Department. In table 3.8 the different levels of recognition are indicated.

TABLE 3.8: Recognition table of the Department of Labour.

Score	Description	Category	Action	% Incentive	Pay progression [notch]
1.00-1.99	Poor		Investigate	None	None
2.00 - 2.99	Below expectation		Deal with under-performance	None	None
3.00 - 3.49	Meets expectation		Encourage	None	1 notch Progression
3.50 - 3.74	Commendable performance	C	Bronze Certificate	To be determined by the National Review Board	To be determined by the National Review Board
3.75 - 4.24	Superior performance	B	Silver Certificate		
4.25 - 5.00	Outstanding performance	A	Gold Certificate		

Source: Department of Labour. 2003. *PMS Policy*. 19.

3.5 DEALING WITH EMPLOYEES' UNDER-PERFORMANCE IN THE DEPARTMENT OF LABOUR

As is the case in every organisation, poor performers unfortunately do exist. The important issue, however, is how the organisation goes about dealing with this challenge.

Some of the causes of poor performance can be identified as follows:

- Lack of experience.
- Lack of skills.
- Lack of job-related knowledge.
- Negative attitude towards the job.
- Personal problems, for example, financial difficulty could impact on work performance.
- Poor supervision.
- Un-co-operative co-workers and/or poor relationships among colleagues.

To address the above problems, the Department of Labour follows the following procedure:

The supervisor identifies the poor performers through the performance review. He/she then has to identify the causes for the under-performance, and depending on the specific reasons, suggests one of the following actions to address the problem.

- ***On-the-job coaching***

One of the actions which can be used to improve the performance of employees within the Department is coaching. Here, a supervisor takes the under-performer under his/her guidance and tries to improve the performance of the individual by setting targets, providing feedback, and correcting any problems which may surface.

- ***Restating the work plan performance measures***

The inability of employees to perform their duties effectively may be as a result of a misunderstanding by the employee of his/her expected role. In addition, the official may also not understand how the performance is to be evaluated.

The role of the supervisor in this instance is to clarify the work plan of the section and to indicate clearly what the expected performance is in order for the work plan to be achieved.

The supervisor must ensure that the employee understands how he/she will be measured on all the stated outputs.

If it is proved that the incumbent is still not coping with the current work plan, the supervisor needs to adjust the incumbent's work activities to suit the status of the affected employee. If this happens, the performance agreement needs to be amended to cater for the new needs and capabilities of the employee.

- ***Identifying formal training/retraining efforts***

Training and development remains an important function in the Department. All the training needs from the different business units within the Department are consolidated into one official Work Place Skills Plan (WSP) for each of the provinces.

This plan identifies the different types of training the employees need to undergo to improve their performance and overcome their shortcomings. This is derived from the Personal Development Plan (PDP) of each employee. Supervisors are responsible for seeing that these training interventions are undertaken by the employees and also need to monitor the impact of the training undergone: did it, for example, improve the under-performer's performance?

The following are examples of typical courses offered by the Department of Labour for its employees:

- Microsoft Office.
- Incident management.
- Case management.
- Emerging management development programme (EMDP).
- Advanced management development programme (AMDP).
- Conflict management.
- Presentation skills.
- Minute-taking.
- Certificate in supply chain management.

- ***Work environment audits to establish if there are other factors affecting the performance***

If the work environment has been identified as the cause for poor performance, the Department also conducts a work environment audit, to identify the barriers in this regard. For example, an ergonomics study may be conducted to find out if the workplace needs to be redesigned or new office furniture is required. Challenges here can have a major impact on the performance of employees.

- ***Personal counselling***

Personal counselling is used as a positive intervention to provide support to employees. The purpose of this approach is to correct unsatisfactory performance of employees. If the employee does not respond positively to the performance improvement interventions aimed at improving his/her performance, such as training or monitoring, and continues to under-achieve, the process of personal counselling with the employee starts.

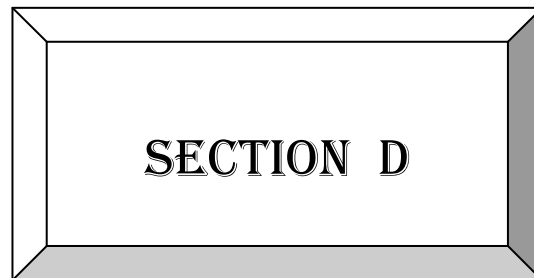
The process involves the interaction between the supervisor and the employee. Personal counselling takes place on a monthly basis between the supervisor and the employee. The meeting agrees on improvement plans, the review dates, and actions to be taken if improvement does not take place.

- ***Transfer to another section***

Another way to deal with poor performance if none of the above interventions is successful is to transfer the employee to another section within the Department. This can, in many instances, solve the problem of under-performance swiftly.

3.6 SUMMARY

In this chapter the focus was on the profile of the Department of Labour before 1994 and after 1994. The chapter also focused on the different pieces of labour legislation administered by the Department of Labour. Also discussed were the Departmental organisational structure, staff establishment, post grades and the performance appraisal process. Issues related to the performance management process in the Department also received attention. The next chapter will focus on the research design for this study.



CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In this chapter, the methods and instruments used to conduct the empirical research for this study will be discussed. The following topics will be addressed: the research method used, the characteristics of a good questionnaire, the design of a questionnaire, the design and layout of the questionnaire for this study, the pre-testing of the questionnaire, the population, the sampling method used, the coding of the data, and the statistical methodology applied.

4.2 THE RESEARCH METHODUSED

Data may be collected through various data collection methods such as: surveys, interviews, questionnaires, e-mails, the telephone, observation, experiments or the Internet. For this research, it was decided to use the questionnaire method, which will be discussed in greater detail shortly (Aaker, Kumar & Day, 2007:234).

4.2.1 THE QUESTIONNAIRE

A questionnaire is a written, structured document containing a set of questions and other items designed to be used to collect data for research purposes. Questionnaires can be sent to a large number of people at different times and different places to obtain their inputs about the research topic under investigation. Researchers can use either structured or unstructured questionnaires.

Structured questionnaires provide different options to each question and the respondent is simply required to select and mark the applicable answer (Babbie, 2010:256).

Unstructured questionnaires, on the other hand, require far more co-operation on the part of the respondents since they are required to answer the questions in their own words. It is not uncommon for mail surveys to have a non-response rate of 90 percent. Therefore, it is imperative to choose questionnaires with great care. The most consistent and effective method for achieving a

high response rate involves the following: monetary incentives, reminders, and follow-ups. This approach has been found to improve response rates by increments of between 18-27 percent (Aaker et al, 2007:256).

Although each follow-up letter brings additional responses, the optimum number seems to be two. Another method to improve the response rate is to provide a stamped envelope.

According to Neuman (2006:297), there are many reasons for the non-response to questionnaires which include:

- ◆ The possibility that the respondents did not receive the questionnaire; it may have been lost in the post.
- ◆ The respondents could not read or write owing to ill health or being physically challenged.
- ◆ Forgetting where the questionnaire is placed and not completing it at all.
- ◆ Choosing not to respond to the questionnaire at all.
- ◆ There is a language problem.
- ◆ Respondents are not ready to provide the information requested.
- ◆ Incomplete participation (respondents stopped answering before the end or began answering every question with “do not know” or “no opinion”).
- ◆ Lack of interest.
- ◆ Long lead time between the mailing and reporting of the findings.

Table 4.1 outlines the advantages and disadvantages of using a questionnaire as a data collection method.

TABLE 4.1: The advantages and disadvantages of using a questionnaire as a data collection method.

<i>Advantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> • Relatively cheap method of data collection. • Standardised questions make it easy for data coding. • Time saving, since a large amount of information can be collected within a limited time. • Answering questions can be kept impersonal. • Easy to standardise. 	<ul style="list-style-type: none"> • Low response rate and difficult to check if the respondents understood the questions. • It is difficult to follow up with the respondents because of their anonymity. • No control over the conditions under which the questionnaires are completed. • Difficult to interpret. • No opportunity to clarify things. • Limited to literate people.

Source: Welman, J.C., Kruger, S.G. and Mitchell, B. 2005. *Research methodology*. 3rd ed. Cape Town: Oxford University Press. 153.

In this research, the most important reasons why the questionnaire was used as the method for data collection included the following:

- It is easy to distribute the questionnaire by means of the postal system.
- The majority of the respondents have a type of “pen and pencil” job in which they could complete the questionnaire during office hours.
- It is a relatively cheap method.

4.3 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

The format of a questionnaire is just as important as the nature and wording of the questions asked. An improperly laid-out questionnaire can lead respondents to miss questions, confuse them about the nature of the data desired, or even lead them to throw the questionnaire away (Babbie, 2010:262). In table 4.2 a number of characteristics of a good questionnaire are indicated.

TABLE 4.2: Characteristics of a good questionnaire.

<ul style="list-style-type: none"> • Use a booklet format A booklet format is good because it has the following attributes: <ul style="list-style-type: none"> ○ It looks more professional. ○ It is easy to handle. ○ It prevents pages from being lost. ○ A double-page format can be used. • Identify the questionnaire The questionnaire must have a date, title of the study and the name of the person conducting the survey. • Use large and clear print Large print on the questionnaire can make it more user friendly and easy to use. Small print makes it difficult for people to read the questions, and discourages respondents from completing it. • Avoid overcrowding of questions Avoid lots of questions on one page as crowding makes the questionnaire appear more difficult to complete.

TABLE 4.2: Characteristics of a good questionnaire (continued).

<ul style="list-style-type: none">• Provide instructions for the completion of the questionnaire Specific instructions on how to complete the questionnaire should appear on the questionnaire. These instructions should be placed on the front page where all the respondents can see them. Instructions should be identified through bold print, italics and/or capital letters.• Pre-code all closed questions Pre-coding allows the respondent simply to circle the right answer. The questionnaire should also make provision for a pre-code column (a column for data-coding purposes). This column must clearly indicate that it is for office use only.• Do not split the questions across pages Splitting the questions across two pages may confuse the respondents, especially with regard to response categories for closed questions.
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Source: Babbie, E. 2010. The practice of social research. 12thed. Belmont (CA): Wadsworth Thomson-Cengage Learning. 262.

4.4 THE DESIGN OF A QUESTIONNAIRE

As mentioned earlier, the design of a questionnaire plays a crucial role in the success of research undertaken. Saunders et al (2007:356), regard the following as important steps to follow in the design of a questionnaire:

- Design individual questions carefully.
- The layout of the questionnaire should be clear.
- The information goals should be determined and the population identified.
- Decide which questions need to be asked.
- Identify the respondents' frame of reference.
- Formulate the questions.
- Pre-test the questionnaire.
- Revise the questionnaire.
- Compile the final questionnaire.

Apart from asking the right questions, the following issues also need to be considered:

- ***Should questions be open-ended or closed-ended?***

Closed-ended questions provide greater uniformity in response and are more easily processed, whereas open-ended questions are more difficult to answer and not processed easily. Closed-ended questions are mainly used for the following reasons:

- They encourage responses by making the completion of the questionnaire easy.
- They enable respondents to complete the questionnaire in a short time.
- They simplify coding for data analysis purposes.
- They reduce the amount of probing needed (Babbie, 2010:256).

- ***Question content and phrasing***

Questionnaires provide few opportunities for probing, and therefore the different ways in which people could interpret questions should be given careful consideration. Questions to be asked here can include:

- Do the respondents understand the words in the question?
- Do all the respondents interpret the question in the same way?
- Do all the respondents interpret the question in the way it is intended?

According to Struwig and Stead (2001:90-91), one should, when framing the questions, be aware of the following:

- Be concise – do not use too many words.
- Ask one question at a time.
- Ask questions that the respondents are able to answer.
- Use an indirect or third-party approach to sensitive questions.
- Ask a definite question if a definite answer is needed.
- Avoid leading questions.
- Make provision for all possible answers to questions including “other (specify)” “uncertain”, “do not know”, and “not applicable”.

- ***Scaled response questions***

A question format that is often used to gather data on attitudes and perceptions is scaled-response questions. Two examples are the Likert-type scale and the semantic differential scale.

A Likert-type scale is usually linked to a number of statements to measure attitudes or perceptions, and a 5-point or 7-point scale is often used (Struwig & Stead, 2001:94). In table 4.3 an example of a Likert scale is provided.

TABLE 4.3: An example of a Likert Scale.

	Strongly disagree	Disagree	Don't agree or disagree	Agree	Strongly agree
My boss considers my opinion before making a firm decision.	5	4	3	2	1
My boss communicates with me at least three times a week.	5	4	3	2	1
I am a friendly person.	5	4	3	2	1

Source: Struwig, F.W. and Stead, G.B. 2001. *Planning, design and reporting research*. Cape Town: Pearson Education, South Africa. 94.

A semantic differential scale is similar to a Likert type scale, but only two bipolar adjectives are mentioned on a scale of between 7 and 11 points. See table 4.4 for an example of a semantic differential scale.

TABLE 4.4: A semantic differential scale.

<p>Rate the campus cafeteria on the following scale by placing an X in the block which best describes your feeling.</p> <p>(1) The food at the cafeteria is:</p> <p>Always fresh <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always stale</p> <p>(2) The employees at the cafeteria are:</p> <p>Always friendly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not friendly at all</p>	
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Source: Struwig, F.W. and Stead, G.B. 2001. *Planning, design and reporting research*. Cape Town: Pearson Education, South Africa. 95.

- **Ordering of questions**

The ordering of questions will be determined initially by the need to gain and maintain the respondent's co-operation and make the questionnaire as easy as possible for the researcher to

administer. These are the basic guidelines for sequencing a questionnaire to make it interesting and logical for both the interviewer and the respondent (Aaker et al, 2007:330). Some other guidelines in this regard can include:

- The order in which effects must be considered.
- The questionnaire should flow logically from one topic to the next.
- A rapport must be established with the respondents.
- Sensitive or difficult questions dealing with income status and ability should not be placed at the beginning of the questionnaire.
- Questions should proceed from broad and general to more specific.

With the aforementioned as background, the next section will discuss the design of the questionnaire used for this study.

4.5 THE DESIGN AND LAYOUT OF THE QUESTIONNAIRE FOR THIS STUDY

The most important components of the research methodology used for this study will now be discussed.

4.5.1 TYPE OF QUESTIONNAIRE USED

A structured questionnaire was used for this study, as it is the most commonly used method of data collection. The structured questionnaire provides alternatives to each question and the respondents simply need to select and mark the applicable answer. For financial reasons, the covering letter (see Appendix F), the questionnaire (see Appendix G) and the follow-up letter (see Appendix H) were drawn up in English only.

4.5.2 THE DESIGN OF THE QUESTIONS

The majority of the questions included in section B of the questionnaire consisted of Likert-type questions. In section C, one open-ended question was included which allowed the respondents to provide some general comments or additional information, while in section A, the biographical information section, the respondents merely had to make a tick in the appropriate box.

4.6 LAYOUT OF THE QUESTIONNAIRE

As indicated above, the questionnaire consisted of *three sections*.

- ◆ **Section A**, which covered the Biographical information, had 8 questions. Typical questions included here were: gender of respondents, their educational qualifications, age, work status, length of service and the province within which the employee worked.
- ◆ **Section B**, which covered aspects related to the performance management practices in the Department of Labour, had 87 questions. The questions generated here were based on the literature review (see chapter 2), which focussed on issues related to performance management activities, performance appraisal practices and the work environment. Several items were generated to measure the following constructs:
 - pay/compensation related to performance
 - promotion opportunities related to performance
 - training and development activities related to performance
 - the performance appraisal feedback process
 - the establishment of performance targets
 - the work environment within the Department
 - the role of employees in the performance appraisal process
 - the aspect of trust between the employees
 - the working relationship between the employees and the supervisors as far as the performance appraisal process is concerned
- ◆ **Section C**, which provided space for some general comments or additional information by the respondents.

4.7 APPEARANCE OF THE QUESTIONNAIRE

The physical layout of the questionnaire plays a vital role in a respondent's decision to complete it or not (Babbie, 2010:252). For this study, the questionnaire was printed on good quality white paper. Ample space was provided between the questions, as well as between the sections.

Time constraints also have a direct influence on the respondents' willingness to complete the questionnaire. As soon as the questions are too time consuming to complete, respondents will not complete the questionnaire. Approximately 20 minutes was needed to complete the questionnaire.

4.8 ISSUES RELATED TO THE PRE-TESTING OF THE QUESTIONNAIRE, AS WELL AS THE RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

4.8.1 PRE-TESTING OF THE QUESTIONNAIRE

According to Ronsow and Rosenthal (2005:127), the pilot testing of a questionnaire is absolutely essential. The purpose of pilot testing is to ensure that the questionnaire meets the researchers' expectations in terms of the information that will be obtained from the questionnaire. Questionnaire pre-testing is one way of identifying and eliminating those questions that could pose problems. After all the deficiencies have been corrected, the final questionnaire can be compiled and distributed.

The best way to test a questionnaire is to ask a small group of people who represent the various sub-groups within the intended sample to complete the questionnaire. In this study a formal pre-testing was not done, but inputs were obtained from the supervisors in the Department of Labour within the post grade levels of 7-14 who are specialists in the field of Human Resources. This group represented the various sub-groups of the intended sample. Once the inputs had been received from these specialists, corrections were made, and the final questionnaire was compiled and distributed.

4.8.2 RELIABILITY

An important issue when using a questionnaire is the aspect of reliability. Reliability is the ability of the measurement instrument to obtain the same results when the same thing is measured more than once. Different types of reliability measurements exist, namely: test/retest reliability, internal consistency reliability, equivalent forms of reliability and inter-rater reliability (Leedy & Ormrod, 2010:93). For this study, the internal consistency reliability measurement, the Cronbach Alpha was used. The value found was 0.971 which was above the threshold value of 0.7. The reliability of the questionnaire was thus acceptable.

4.8.3 VALIDITY

The other important issue when using a questionnaire is that of validity. According to Newman (2007:118), validity is the extent to which the instrument measures what it is intended to measure. Different forms of validity can be found, namely: face validity, content validity and criterion validity. In the present study the type of validity used to establish how trustworthy the results from the survey will be, is called content validity. A measurement instrument has a high content validity if its items or questions represent the entire “universe of items”, from which it is drawn (Salkind, 2009:118). After the Questionnaire was designed, as indicated earlier, senior staff involved in the Department of Labour responsible for Human Resource Management issues, at post levels 7-14, as well as the supervisor for this study, a senior academic, were consulted regarding the content formulation and scope of the questions included in this survey instrument in order to ensure that it had an acceptable level of content validity. The group approached, agreed on this aspect.

4.9 POPULATION AND SAMPLING

Although as indicated earlier, the Department of Labour has offices in nine (9) provinces, the study focused on only three (3) of the provinces, namely, Limpopo, Mpumalanga and Gauteng. The three provinces were identified for a number of reasons, among others, the proximity to each other, their population, and the vast numbers of employees employed in each of these provinces (see chapter 1).

It was decided to use the total population of all of the permanent employees in each of the three provinces as the target population. The study targeted all permanent employees from salary levels 7 to 14. Employees on these levels are placed at the middle to the highest level of management and have a good insight in the topic under investigation, as they are involved with performance management activities on a daily basis as far as the employees they manage, are concerned.

The population included the following: supervisors, practitioners, team leaders, Assistant Directors, Deputy Directors and Chief Directors. The lists of the staff contained the following details: names of individual employees, sections they worked in, and their designations.

As far as the sampling was concerned it was decided to use a census and included the total target population of all the permanent employees in each of the three provinces from salary levels 7-14 in the study.

4.10 QUESTIONNAIRES SENT OUT AND RETURNED

A total of 786 questionnaires were sent out on 4 January 2011 via external mail to the respondents. The respondents were requested to return the questionnaire no later than 30 January 2011 (see Appendix G). On 22 January 2011, follow-up letters were sent (see Appendix H) to respondents to encourage them to complete the questionnaires and return them on or before the due date. A total of 373 questionnaires were finally received by mid-February 2011, resulting in a response rate of 47.5 percent. In table 4.5, it is indicated that the number of questionnaires distributed was 786 and that 373 were returned.

TABLE 4.5: The number of questionnaires distributed and returned.

<i>Name of province</i>	<i>Number of questionnaires sent</i>	<i>Number of questionnaires returned</i>
Limpopo	175	118
Gauteng	437	176
Mpumalanga	174	80
TOTAL:	786	373

Regarding the low response rate of mail questionnaires, Aaker et al (2007:256) state that the representivity of the population in the response is of greater importance than the general response percentage. A response rate of 60 percent is good, and a response rate of 70 percent is very good. One should bear in mind that these are only rough guides, and that they do not have any statistical basis. Having said this, there is no absolutely acceptable level of response rate to a mail survey other than 100 percent. In view of the above discussion, a response rate of 47.5 percent obtained in this study can be seen as acceptable.

4.11 COMPUTERISATION AND CODING OF THE DATA

Data obtained from the questionnaires must undergo preliminary preparation before it can be analysed. Data preparation includes:

- Data editing
- Coding, and
- Statistical adjustment of the data (Aaker et al, 2007:432).

Upon the receipt of the questionnaires, each questionnaire was edited to identify omissions, ambiguities and errors in the responses. Illegible or missing answers were coded as “missing”. This simplified the data analysis, but it did not distort any interpretations of the data. Once the questionnaires were edited, the information was coded by a company specialising in the coding of questionnaires. A statistical software programme (SPSS) was used to analyse the data.

4.12 THE STATISTICAL METHODOLOGY USED

Various factors have to be considered before an appropriate statistical method for data interpretation can be selected. In respect of this research, the sample size and the number of variables that needed to be analysed simultaneously were identified and used as the basis for the interpretation of the data (Saunders et al, 2007:441).

4.12.1 INFERENCE STATISTICS

Inferential statistics are concerned with inferences that we can make about population indices obtained from samples drawn randomly from the populations (Welman et al, 2005:236). In this study, inferential techniques such as the *chi*-square test were used. The *chi*-square test enables the researcher to find out how likely two variables are associated, when the data can be divided into different categories. It involves measuring participants in terms of categories such as male and female. An important aspect also to consider here is the statistical significance. A detailed explanation of the statistical significance is given below. Although a census was used, the realised number of respondents were a sub-set of the population and can thus be considered a sample and for this reason the inferential statistical techniques apply.

4.12.2 STATISTICAL SIGNIFICANCE

A statistical significance can be referred to as a probability of, for example, 0.05, which means that there is only a 5 percent chance that the situation will occur by chance alone.

Therefore a probability of 0.05 or smaller means that you can be at least 95 percent certain that the relationship between the variables could not have occurred by chance alone (Saunders et al, 2007:444). The *p*-value used is calculated to indicate the probability that the difference is due to chance. There are guidelines which determine which differences are large enough to be considered real, and which may be due to chance.

The significance level of a test is defined as the probabilities of making a decision to reject the null hypothesis when the null hypothesis is actually true (a decision known as a Type I-error). For this study a level of 5 percent was used. The most frequently used levels of statistical significance are 0.10, 0.05 and 0.0. As the current study is only exploratory in nature and no expected results were predicted, the two-tailed p -value was used.

4.12.3 NON-PARAMETRIC TESTS

Parametric tests make use of assumptions regarding the distribution and variances of populations. Tests that do not value such stringent assumptions are known as non-parametric tests (Saunders et al, 2007:441). In this study, non-parametric tests were used because:

- Non-parametric tests are free of assumptions that are made when using parametric tests.
- The data used are ordinal.

4.12.3.1 Mann-Whitney U -test

The first non-parametric test used for this study was the Mann-Whitney U -test.

The Mann-Whitney U -test is the non-parametric counterpart of the t -test for independent groups, without the t -test's limiting assumptions. The U -test is used with two independent samples, given that the data are at least ordinal. In calculating the U -test, all the observations are combined and ranked algebraically from the smallest to the largest. The largest negative score received is the lowest rank, and where ties occurred, the average rank is assigned, as in other tests.

The Mann-Whitney U -test tests for differences between two groups in terms of for example, location, focusing on the median as a measure of central tendency (Saunders et al, 2007:441).

The other non-parametric test used in this study is called the Kruskal-Wallis test.

4.12.3.2 Kruskal-Wallis test

The Kruskal-Wallis test is regarded as the non-parametric alternative to the regular one-way analysis of variance and is used to compare the medians of three or more independent samples (Cooper & Schindler, 2008:500). The test is a generalised version of the Mann-Whitney U -test and

does not assume that the samples have been drawn from normally distributed populations with equal variances. All the scores in the entire pool of observations are ranked from the smallest to the largest; the rank sum of each sample is then calculated, with ties being distributed as in other examples.

4.13 SUMMARY

In this chapter the research and statistical methodology used in the study was discussed. The discussion focused on the population, sampling method used, the design and layout of the questions within the questionnaire, the pre-testing of the questionnaire, and the statistical tests used. In the next chapter (chapter 5), the results obtained from the survey will be analysed and discussed.

CHAPTER 5

DISCUSSION OF THE DATA

5.1 INTRODUCTION

In the last two decades there have been major changes in the workplace. One of those changes includes the introduction of performance management systems as a further development from the traditional performance appraisal process. Both government and the private sector in South Africa have been affected by this change and major adjustments have had to be made within their organisations. The primary purpose of this study was to determine how successful the performance management practices in the Department of Labour in the provinces of Limpopo, Gauteng and Mpumalanga in South Africa are.

To achieve this goal, a structured questionnaire was designed and completed by staff members of the Department of Labour in the provinces of Limpopo, Gauteng and Mpumalanga. The responses have been statistically analysed and the findings are presented in this chapter.

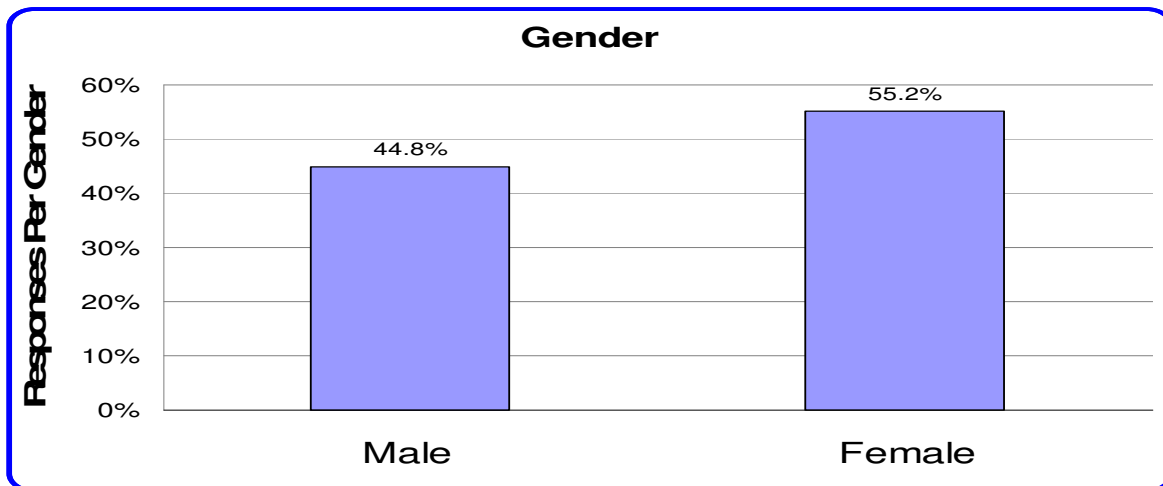
5.2 SECTION A OF THE QUESTIONNAIRE: BIOGRAPHICAL INFORMATION

An analysis of the biographical data in section A of the questionnaire revealed the following:

5.2.1 GENDER (QUESTION A 1)

The questionnaires were completed by a total of 206 female (55.2%) and 167 male (44.8%) employees (see figure 5.1). This is also representative of the division between male and female staff members within the Department: 2 947 males (44%) and 3 819 females (56%).

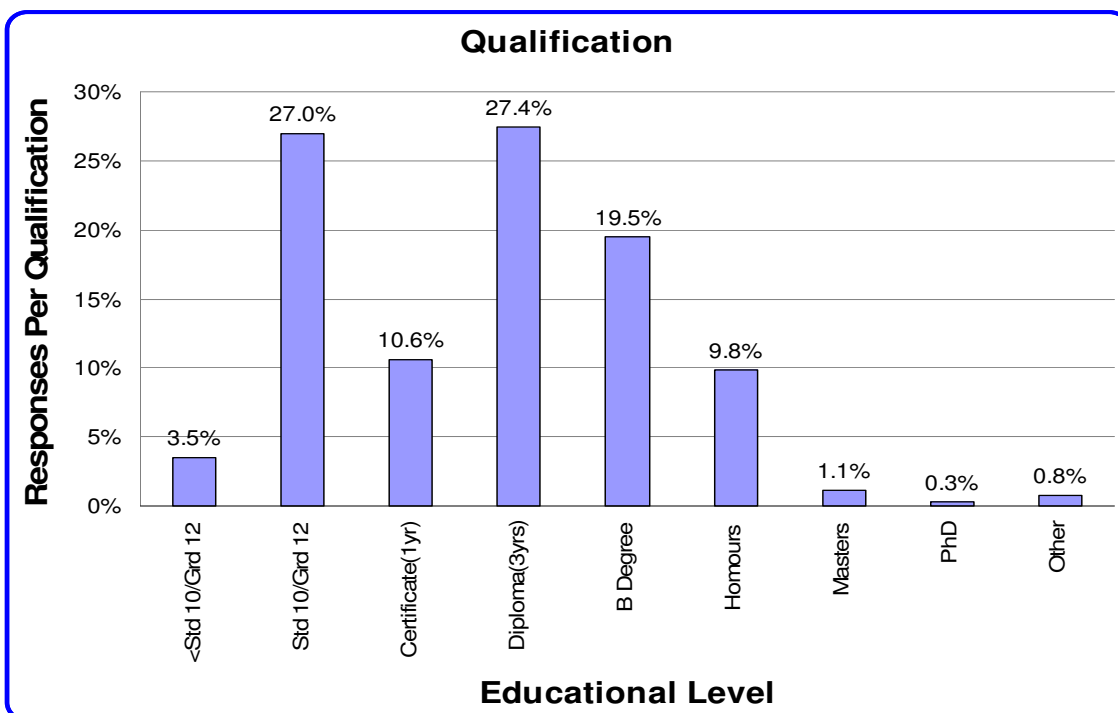
FIGURE 5.1: Gender distribution.



5.2.2 HIGHEST EDUCATIONAL QUALIFICATION (QUESTION A 2)

Figure 5.2 illustrates the classification of the respondents according to the highest educational qualifications they have achieved. The study reveals that the Department, as far as possible, employs qualified people. Of the respondents, only 3.5% have lower than Standard 10/Grade 12; 27% have matric; 10.6% obtained a Certificate (1 year); and 27.4% have a 3-year Diploma. A total of 19.5% of the respondents have a Bachelor's degree, while 9.8% have an Honours degree and 1.4% have either a Masters or Doctoral degree. Four respondents did not complete this question.

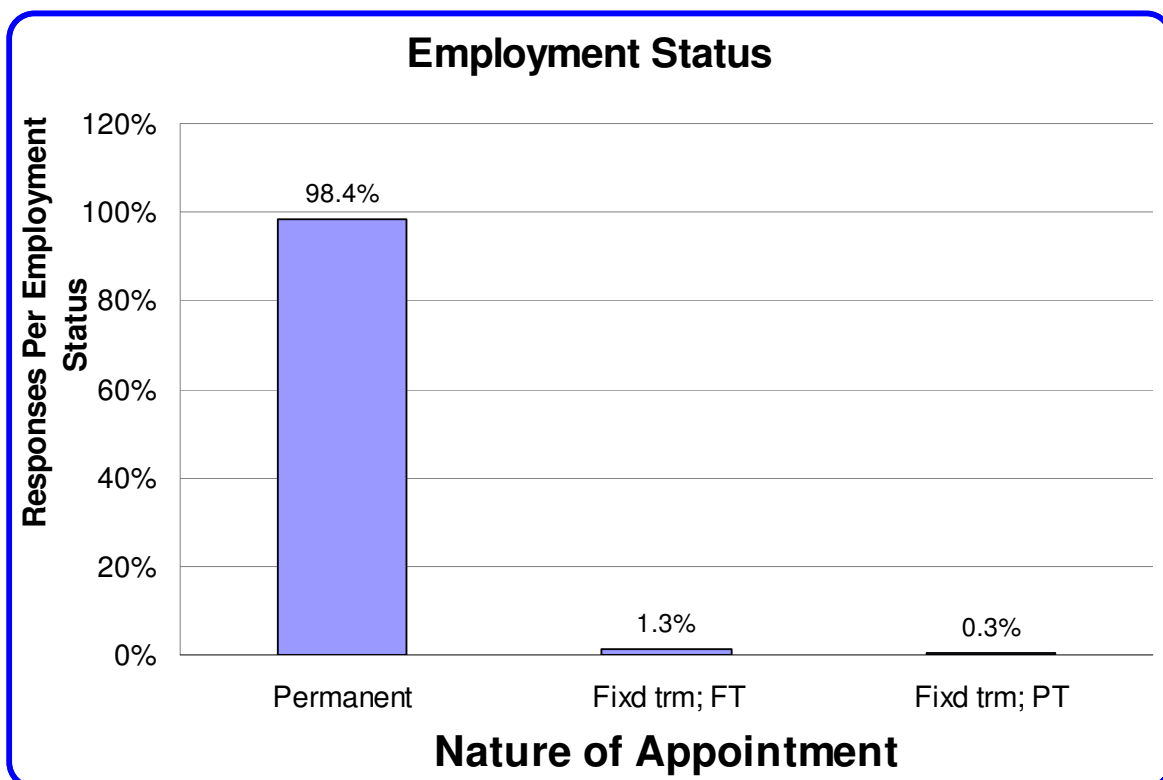
FIGURE 5.2: Qualifications.



5.2.3 EMPLOYMENT STATUS (QUESTION A 3)

The results of the survey indicate that almost all the respondents (98.4%) are permanent full-time employees while a very small number (1.3%) of the respondents are permanent part time (see figure 5.3). Only 0.3% of the respondents are on a fixed-term contract. One respondent did not answer this question. Thus, the Department has a very stable workforce.

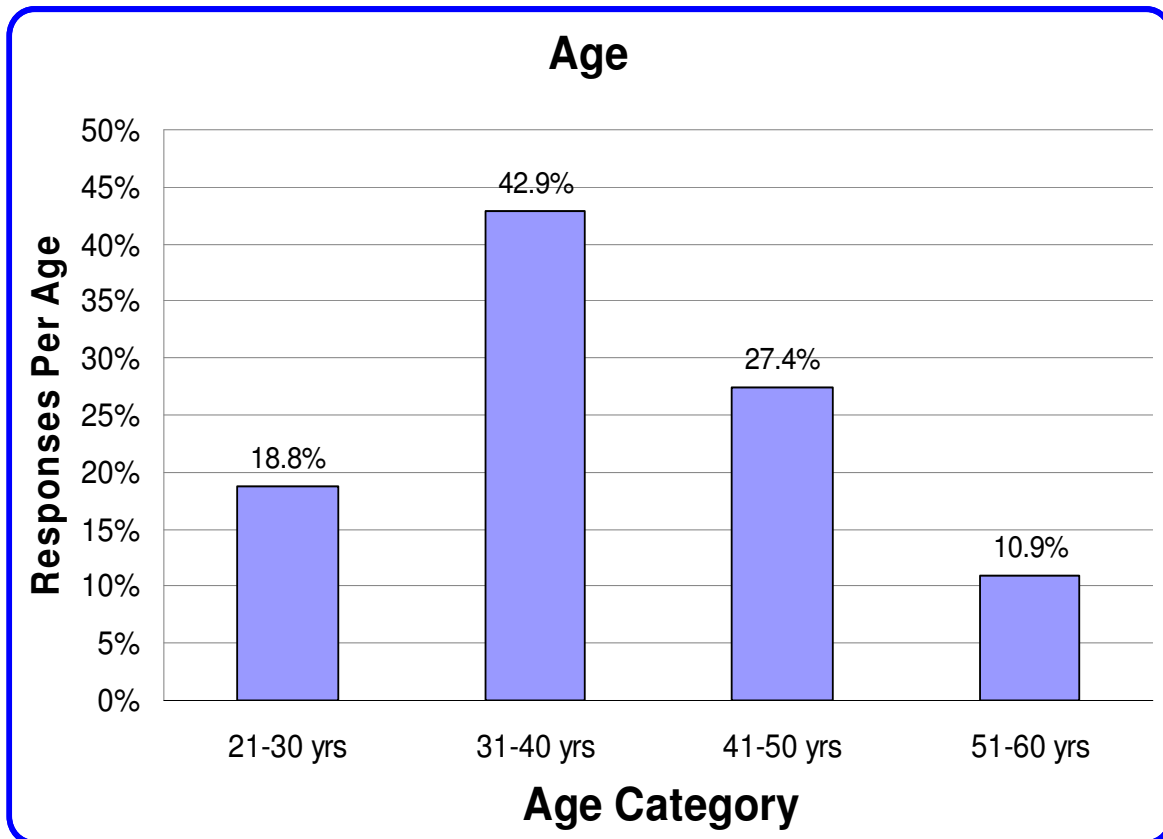
FIGURE 5.3: Employment status.



5.2.4 AGE (QUESTION A 4)

The age of the respondents ranges between 20-60 years (see figure 5.4). A major portion of the respondents (42.9%) are between the ages of 31-40 years reflecting a relatively young workforce. Furthermore, 27.4% are between the ages of 41-50 years, while 18.8% are in the age group of 21-30 years and 10.9% in the age group 51-60 years. There is therefore a very good spread of age groupings within the Department.

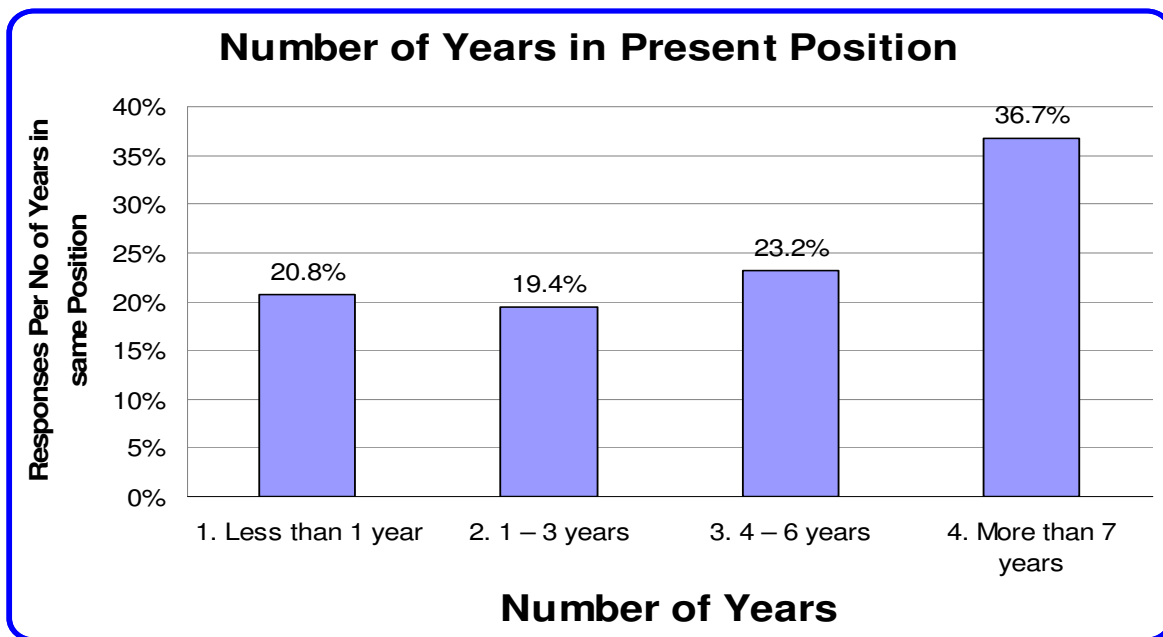
FIGURE 5.4: Age category.



5.2.5 NUMBER OF YEARS IN PRESENT POSITION (QUESTION A 5)

From figure 5.5, it is interesting to note that 36.7% of the respondents have been employed in the same position for more than 7 years, while 23.2% of the respondents have been in the same position for between 4-6 years and 40.2% for less than 3 years. It would therefore appear that the staff do not move rapidly within the Department. Two respondents did not answer this question. As is the case with all hierarchical organisations, positions tend to become fewer the higher a person progresses. However, if no incentive other than promotion is provided, the staff may become frustrated with their situation, which could impact negatively on service delivery.

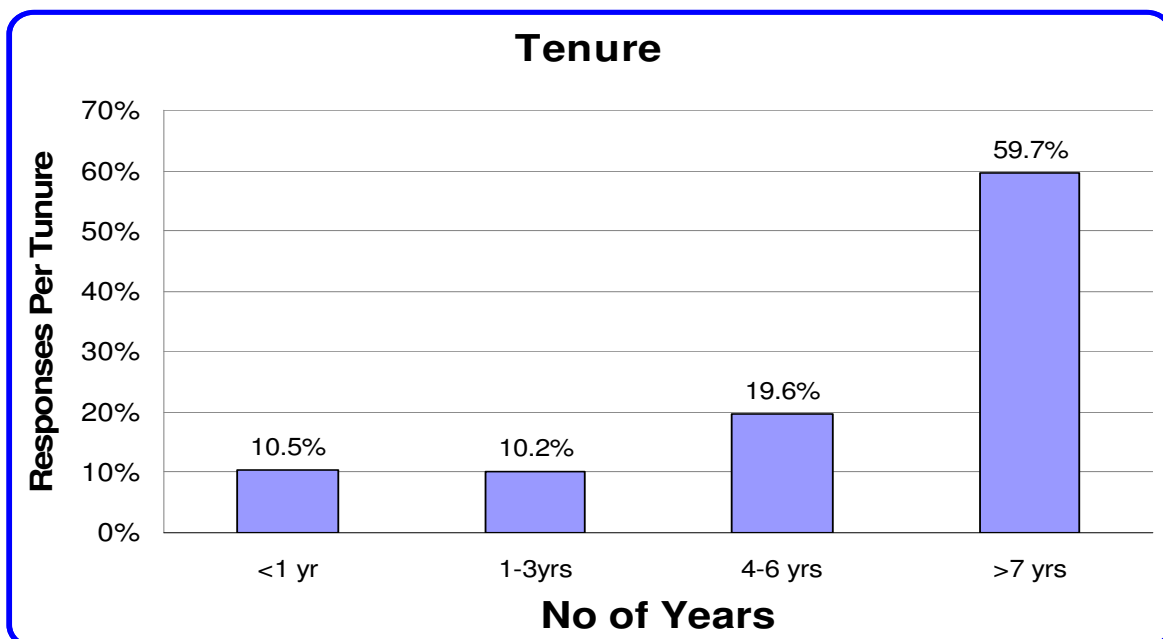
FIGURE 5.5: Period employed in the same position.



5.2.6 TENURE AT THE DEPARTMENT OF LABOUR (QUESTION A 6)

From figure 5.6 it would appear that the majority of respondents (59.9%) have worked for the Department of Labour for more than 7 years, indicating a fairly stable workforce, which is conducive to service delivery. It would appear that the retention of employees within the Department is also good.

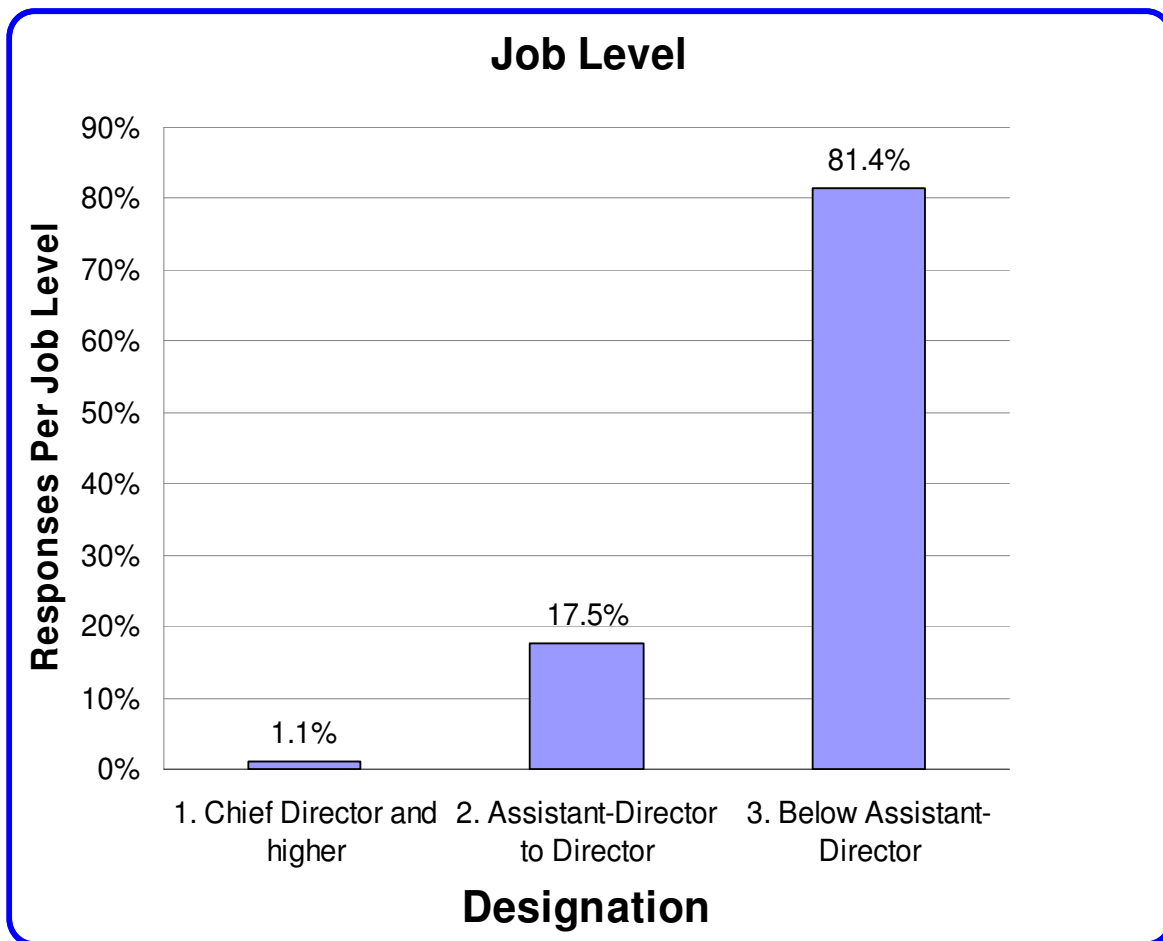
FIGURE 5.6: Period employed in the Department.



5.2.7 CURRENT JOB LEVEL IN THE DEPARTMENT OF LABOUR (QUESTION A 7)

From figure 5.7 it is very clear that the majority of the respondents (81.4%) occupy a job level which is below that of an Assistant Director's position, 17.5% of the respondents hold the position of Assistant Director, while 1.1% find themselves at the Chief Director or higher level, which is conducive to proper career management. This spread is typical of a hierarchical structure, which is commonly found in organisations. Thus, the Department has an even spread between junior and senior staff members (see figure 5.7).

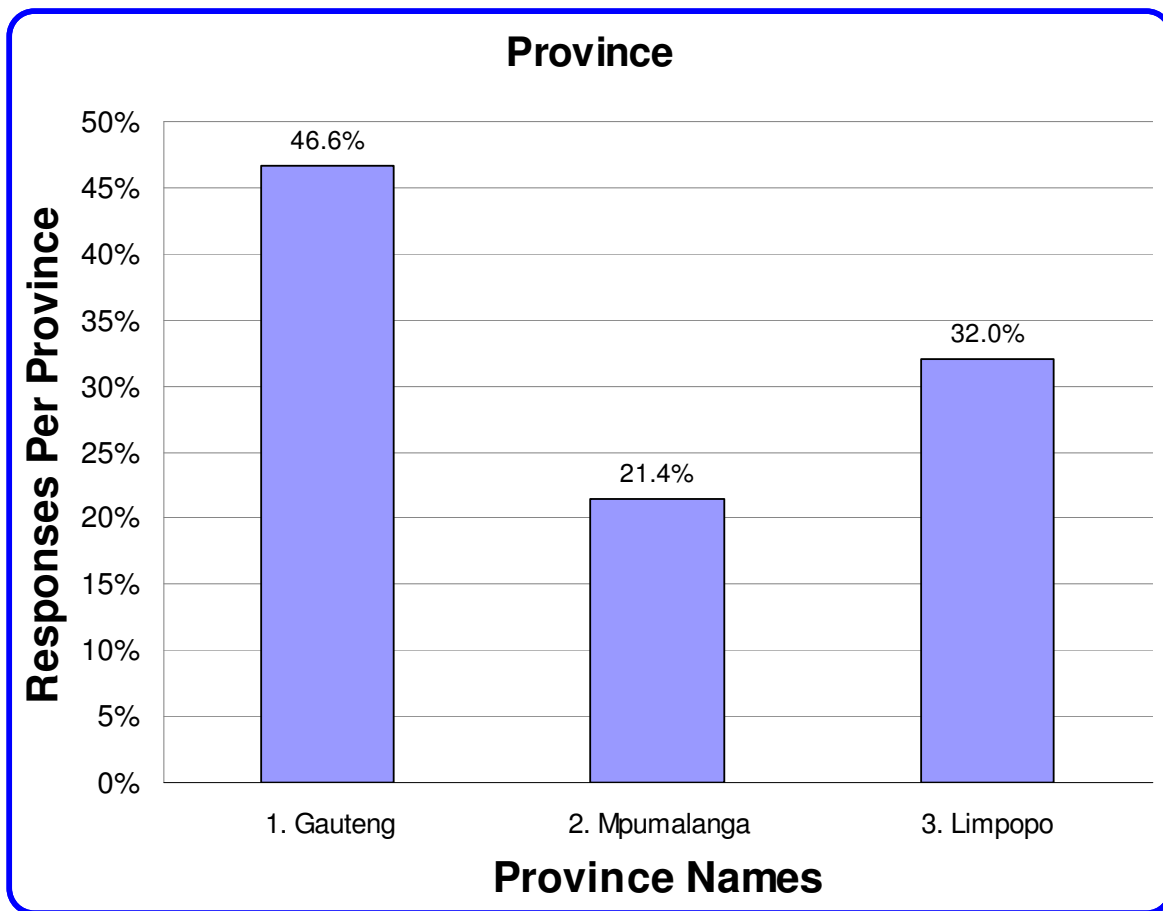
FIGURE 5.7: Job level.



5.2.8 PROVINCE (QUESTION A 8)

In this question, the respondents (see figure 5.8) had to indicate in which province they are working. The distribution of the respondents is as follows: 46.6% are from Gauteng (176 respondents), 21.4% from Mpumalanga (79 respondents), and 32% are from Limpopo (118 respondents). These figures are representative of the individual provinces, with Gauteng having the highest concentration of staff as a result of the population density in this province.

FIGURE 5.8: Responses per province.



The above completes the discussion of section A of the questionnaire. Next, a discussion of section B follows.

5.3 SECTION B OF THE QUESTIONNAIRE: PERFORMANCE MANAGEMENT PRACTICES

Section B of the questionnaire consisted of a number of statements on performance management practices. Respondents had to indicate the extent to which they agreed or disagreed with the statements. The results will now be briefly discussed.

RESULT1: *As a result of my last review discussion I felt motivated to improve my performance*(Question B 1).

The results of the survey indicate that 54.8% of the respondents agreed or strongly agreed with this statement. However, this was not the case with 23.9% of the respondents, who

disagreed/strongly disagreed, and 21.3% of the respondents, who neither agreed nor disagreed with the statement.

It would therefore appear that the majority of the respondents had benefited from the last review discussion they had with their managers/supervisors. Performance review feedback informs employees about the performance standards and expectations. Meaningful feedback is used to guide, motivate, and reinforce positive behaviour in employees and reduce ineffective work behaviours. As Pulakos (2004:4) indicates, employees are motivated to improve their job performance when the feedback is credible and delivered in a considerate and respectful manner by the manager/supervisor. It would however appear from the findings that this has not been the case with 23.9% of the respondents. In the case of these employees, problems with the approach followed by their managers/supervisors during this activity exist and attention to address this is required urgently. Perhaps some workshop for the managerial/supervisory staff on how to communicate with their employees as far as feedback on the performance appraisal is concerned, would be a solution. An area of great concern however, is the 21.9% of the respondents who could not provide any views on the feedback they received. It could well be that they did not receive any feedback at all from their managers/supervisors and thus cannot comment on this aspect.

RESULT 2: *The Department's needs and priorities are well communicated through the performance management process*(Question B 2).

The results of the survey indicate that 50.8% of the respondents agreed or strongly agreed with this statement. However, this was not the case with 30.6% of the respondents, who disagreed/strongly disagreed, and 18.6% of the respondents, who neither agreed nor disagreed with this statement. From the findings it would appear that in the case of 30.6% of the employees the communication regarding the needs and priorities of the Department is not executed well during the performance management process. This is of great concern. As indicated in chapter 2 (figure 2.1), the performance management process consists of numerous activities amongst which include: training and the performance appraisal process. If employees thus cannot see any connection between the training they receive, as well as what is expected of them in their jobs, in the context of the overall needs and priorities of the Department, the effort they put into their work would be meaningless. This also applies to the 18.6% of the employees who had no view regarding this aspect at all. This finding can, as indicated in question B 1, also be attributed to the fact that they did not receive any feedback from their managers/supervisors, and thus would not have been informed of this aspect at all. Different communication approaches can be used to convey important information to the staff such as: meetings, circulars, the organisation newspaper

and the intranet. It would thus be advisable for the Department to establish to what extent these methods are used at present in the Department to convey important information to the staff. As Marr (2009:19) states:

“Statements pertaining to the overall purpose, visionary goals and core values, are created by organisations in order to provide the overall guiding principles for their strategic thinking and employees’ behaviour, it is the glue that holds the organisation together over a fairly long period of time and sets the general boundaries within which an organisation operates.”

Thus, it is of utmost importance for employees to know what the Departments’ needs and priorities are.

RESULT 3: *Regular discussions are held with my manager/supervisor about my personal development*(Question B 3).

The results of the survey indicate that 44.2% of the respondents disagreed/strongly disagreed with this statement, while 21.3% of the respondents neither agreed nor disagreed with this statement. Only 34.5% of the respondents agreed/strongly agreed with this statement. From this result it would appear that although the respondents feel motivated after their performance appraisal review (see questionB1), discussions during the year with their managers/supervisors about their personal development is absent for 44.2% of the respondents, while21.3% of the respondents had no opinion regarding this aspect at all and this can be seen as serious. This finding is in line with the findings in question B 1 and B 2 where it appears that a serious lack of communication exists between this group and their managers/supervisors. Only in the case of 34.5% of the respondents this is happening.It would therefore appear that a large number of managers/supervisors do not spend time with their subordinates regarding their personal development, and this is of great concern. If employees are not sure of where they are going or how to improve their present situation, this can have a negative effect on not only their own image but also on service delivery. Perhaps the implementation of a more formal approach in this regard would be the solution. As Ulrich et al (2008:9) states:

“Assuring talent means going beyond the platitudes such as ‘people are our most important asset’ and ‘strategy follows people’ and investing time and resources to secure superior talent.”

Thus, employees must be both competent and committed to realise the companies' goals. This however is only possible if a close relationship between the employee and the manager/supervisor exists.

**RESULT 4: *In my last review, I was given the chance to say everything I wanted*
(Question B 4).**

The findings indicate that 43.5% of the employees agreed/strongly agreed that they are given the opportunity to say everything they want during their performance review. However, this is not the case with 36.4% of the respondents, while 20.1% of the respondents neither agreed nor disagreed with this statement. The purpose of a discussion during the performance review is for both parties to air their views on issues that they feel bother them. If there is only one-way communication during this process, as is indicated by 36.4% of the respondents, the purpose of this discussion has limited value. As Price (2007:75) states:

“Good communication is essential to the smooth running of the people management system. It must be a two-way process.”

It would therefore appear that although a discussion takes place between the manager/supervisor and the subordinate during the performance appraisal (see question B1 earlier), the manager/supervisor monitors what is said from the employee's side. This cannot be conducive to a healthy relationship if certain aspects are swept under the carpet or not aired. Managers/supervisors should allow employees an opportunity to discuss everything they would like to say during a performance appraisal meeting in order to indicate areas of agreement or disagreement. This will assist both parties to come up with an action plan on how to improve in areas where the need exists. For the 20.1% of the respondents who, neither agreed nor disagreed with this statement, it may indicate that they had no review to date (see the result in question B1 earlier) or that they do not want to indicate their experience in this regard.

Thus, proper two-way communication is essential if the performance appraisal is to have any value.

RESULT5: *Managers/supervisors in the Department have a good understanding of their employees' jobs*(Question B 5).

The results of the survey indicate that 45.4% of the respondents agreed or strongly agreed that the managers/supervisors have a good understanding of their jobs. Unfortunately, this view is not shared by 30.9% of the respondents, who disagreed/strongly disagreed, and 23.7% of the

respondents, who neither agreed nor disagreed with this statement. If managers/supervisors do not understand the jobs of their employees well, it will definitely have a negative impact on the employees' performance and their career management prospects. It is therefore not surprising, as was found in question B3 earlier, that 44.2% of the respondents indicated that their managers/supervisors did not have regular discussions with them on their personal development. They cannot do this if they do not understand their employees' jobs! It would appear that the managers/supervisors are not performing their management tasks as required of them in their positions. This is a serious finding and needs to be addressed by the Department through for example, workshops. The 23.7% of the respondents who neither agreed nor disagreed with this statement, could indicate that these employees may feel that they do not know their managers/supervisors well enough to rate their level of understanding of their jobs.

RESULT6: *Managers/supervisors in this Department motivate staff to develop and achieve their goals*(Question B 6).

The results of the survey indicate that 42.8% of the respondents agreed or strongly agreed that managers/supervisors motivate the staff to develop and achieve their goals. This finding is in line with the findings in question B1 earlier where 54.8% of the respondents agreed/strongly agreed that they had felt motivated after their last review discussion, as well as in question B5 where 45.4% of the respondents agreed/strongly agreed that their supervisors had a good understanding of their jobs. However, almost a third (31.7%) of the respondent's disagreed or strongly disagreed with this statement, while 25.5% of the respondents neither agreed nor disagreed with this statement. This finding also makes sense when one looks at the findings in question B1 earlier. Here, 23.9% of the respondents disagreed/strongly disagreed that after their last review, they felt motivated to improve their performance. It is now clear why this is the case. As far as this group of employees are concerned their managers/supervisors do not motivate them to achieve their goals. This can have a negative impact on the employees as well as the organisation and its clients, and therefore needs urgent attention. As Lussier (2012:402) states:

"Motivated employees are more productive employees which in turn contributes to bottom-line profits."

Once again, the 25.5% of the respondents who neither agreed nor disagreed with this statement, might be an indication that this staff either have very little interaction with their managers/supervisors, or do not want to indicate their experiences in this regard. This finding is also in line with the earlier finding in question B1.

It is imperative that top management address this issue to ensure that managers/supervisors motivate their staff to develop and achieve their goals. Motivating employees is regarded as one of the most important management responsibilities. Employees need to be motivated to use their full potential to achieve organisational targets. Highly motivated employees are interested in producing high quality products and services. It is thus clear that motivated staff will assist the department to achieve its goals.

RESULT 7: *Managers/supervisors in the Department tell employees when they are doing a good job*(Question B 7).

The results indicate that 42.2% of the respondents agreed/strongly agreed that managers/supervisors tell the employees when they are doing a good job. However, 33.9% of the respondents disagreed/strongly disagreed with this view, while 23.9% of the respondents neither agreed nor disagreed with this statement. This finding is not surprising when one looks at the findings in question B 6, where 31.7% of the respondents indicated that their managers/supervisors do not motivate the staff to develop and to achieve their goals, and 25.5% of the respondents who neither agreed nor disagreed with the statement. It would appear that there is a problem with at least a third of the managers/supervisors regarding their involvement with their staff. As indicated earlier, perhaps some form of workshop needs to be held to train the managers/supervisors to communicate better with their staff, as well as how to praise and motivate them. Once again, the 23.9% of the respondents who neither agreed nor disagreed with this statement might be an indication of staff that either have very little interaction with their managers/supervisors or who do not want to indicate their experience in this regard. This finding is also in line with the earlier finding in question B6. There is no doubt that telling employees that they are doing a good job will have benefits for both the organisation and the employee.

RESULT 8: *Monitoring standards of performance is a regular management duty in the Department*(Question B 8).

In this finding, 50.6% of the respondents are of the view that management on a regular basis monitor their standards of performance. This is a rather high percentage of respondents, especially when one considers the answers provided in question B 3, where only 34.5% of the respondents indicated that managers have regular discussions with the employees about their personal development. On the negative side, 28.5% of the respondents are of the opinion that this does not happen while, 20.9% of the respondents neither agreed nor disagreed with this statement. This finding is in agreement with the finding of 44.2% (question B 3) of the respondents who indicated that they do not have regular discussions with their managers/supervisors regarding their personal development. Monitoring the standards of performance on a regular basis will ultimately improve

the performance of the employees, as incorrect work practices should be picked up earlier and corrected before they can go too far. This will be to the advantage of all concerned. As Marr (2009:186) indicates:

“One of the biggest pitfalls of performance assessments in organisations is that the data is not collected frequently enough This is not very useful as the gaps between the assessments are too big and impacts of corrective actions cannot be tracked. Accordingly, monitoring performance standards on a regular basis is essential if corrective action is to be taken timely.”

The 20.9% of the respondents who neither agreed nor disagreed with this statement is in line with the finding in question B 3 and could indicate that these employees have very little or no contact with their managers/supervisors, or do not want to indicate their experiences in this regard.

Thus, the frequent monitoring of performance is essential if early weaknesses are to be detected and corrected in time.

**RESULT9: *My manager/supervisor coaches me to improve my performance*
(Question B 9).**

The results of the survey indicate that 41.6% of the respondents are of the opinion that their managers/supervisors coach them to improve their performance, while 33% of the respondents disagreed/strongly disagreed with this view, and 25.4% of the respondents neither agreed nor disagreed with this statement. This view correlates with the findings in question B 5 earlier, where 45.4% of the respondents agreed that their managers/supervisors had a good understanding of their jobs. It does not however correlate with the finding in question B 3 where 44.2% of the respondents disagreed/strongly disagreed that regular discussions are held with their managers/supervisors regarding their personal development. Thus managers/supervisors will not be able to coach their subordinates if they do not know what their jobs entail or do not have regular discussions with the employees. It would thus appear that at least a third of the managers/supervisors are not committed to their employees. This finding can have a negative impact on the functioning of the Department. Perhaps a seminar/workshop on the motivation of managers/supervisors would rectify the situation as already indicated earlier. The 25.4% of the respondents who neither agreed nor disagreed with this statement is in line with the findings in questions B 3, B 5 and B 8; and could indicate that these employees have very little or no contact with their managers/supervisors, or do not want to indicate their experiences with the

manager/supervisor in this regard. There is no doubt that for employees to develop, they need the intervention of their managers/supervisors on a regular basis.

RESULT10: *Employees in the Department receive feedback on how they are performing against targets*(Question B 10).

The results indicate that 44.7% of the respondents agreed/strongly agreed that employees in the Department receive feedback on how they are performing against the targets set. However, 34.7% of the respondents disagreed/strongly disagreed with this statement, while 20.6% of the respondents neither agreed nor disagreed with this statement. Again, this finding is in line with the findings in questions B 5, B 6 and B 7. It would again appear that according to the trend found in the above questions, approximately one third of the managers/supervisors are non-committal regarding their subordinates, and this needs to be addressed. The same trend was again found in the aforementioned questions regarding the 20.6% of the respondents who neither agreed nor disagreed with this statement, and as already mentioned before, this can perhaps be ascribed to the very little or no contact these respondents have with their managers/supervisors or that they do not want to indicate their experiences in this regard.

RESULT 11: *Employees in the Department are in no doubt that it is performance that matters* (Question B 11).

The results indicate that 52.5% of the employees agreed/strongly agreed that there was no doubt that performance in the Department matters. However, 25.9% of the respondents do not agree, and in actual fact, disagree/strongly disagree with this view. The positive view found here is in line with the previous findings in question B 6 where 42.8% of the respondents indicated that managers/supervisors motivate the staff, and question B 7, where 42.2% of the respondents indicated that managers/supervisors tell employees when they are doing a good job, and question B 8, where 50.6% of the respondents indicated that the monitoring of standards of performance is a regular management duty. The negative view is also in line with what was found in these questions namely, that close to one-third of the respondents do not agree with this statement. As mentioned before, there appears to be a major problem with about one-third of the managers/supervisors and this needs to be addressed by the Department urgently. This group is large enough to have a major negative influence on service delivery within the Department. Regarding the 21.6% of the respondents who neither agreed nor disagreed with this statement this can again perhaps be ascribed to the very little or no contact these respondents have with their managers/supervisors and as such, this aspect is not brought to their attention which will normally have been the case with a normal relationship between the two parties.

As Conley (2007:22) states:

“To be successful in the twenty-first century, organisations need to focus on both performance and health.”

Thus, there is no doubt that performance in organisations matters.

RESULT12: *Poor performance is not tolerated in this Department*(Question B 12).

The results indicate that 50.8% of the respondents are of the view that poor performance is not tolerated in the Department. On the other hand, 25.8% of the respondents disagreed/strongly disagreed with this view, while 23.4% of the respondents neither agreed nor disagreed with this statement. This positive finding is supported by the findings in question B 11, where the majority of the respondents indicated that there is no doubt that performance matters. It is important that employees know what matters in the Department. The negative as well as the unsure view is also in line with what was found in question B 11. This is not surprising as the two questions are closely linked. It again reflects a situation of non-committal on the side of the managers/supervisors and also none or limited contact between the groups.

RESULT13: *The performance management system in the Department focuses on career development* (Question B 13).

The results indicate that 40.5% of the respondents disagreed/strongly disagreed that the performance management system in the Department focuses on career development. A further 30% of the respondents neither agreed nor disagreed with this statement. Only 29.5% of the respondents agreed/strongly agreed with this statement. This finding is in line with the results from an earlier finding, in question B 3, where 44.2% of the respondents disagreed/strongly disagreed that they had regular discussions with their managers/supervisors regarding their personal development and also where 21.3% of the respondents neither agreed nor disagreed with the statement which as indicated before, can be attributed to the very little or no contact these respondents have with their managers/supervisors. With such a large percentage of staff responding so negatively regarding the issue of career development within the Department, this matter needs to receive urgent attention. The idea of performance management is that all the role players need to constantly address the issue of poor performance through, for example, additional training, relocating poor performers, and paying better salaries in the form of bonuses to those that excel. If there is a break in the system, for example, a lack of career development, the total performance management system will result in failure.

As Quick and Nelson (2011:196) state:

“Good performance management systems are a valuable tool for providing employees with clear feedback on their actions. Managers who rely on valid and reliable performance measures may use them in employee development and to correct poor performance.”

Thus, the important role of performance appraisal in the career development of an employee cannot be underestimated.

RESULT 14: *The measures used to monitor performance are the most appropriate for the role*(Question B 14).

The results indicate that 35.1% of the respondents agreed/strongly agreed that the measures used to monitor their performance are the most appropriate. However, 31.6% of the respondents disagreed/strongly disagreed on this statement, while 33.3% of the respondents neither agreed nor disagreed regarding this statement. This last group of respondents who neither agreed nor disagreed i.r.o. the measures used during the performance appraisal, can be attributed to poor communication and lack of contact with their managers/supervisors as indicated earlier, and as a result, they have no real knowledge of the measures used in the performance appraisal process in the Department. As far as the first group of respondents are concerned, those who disagreed/strongly disagreed with this statement — this can be attributed to a non-committal on the part of their managers/supervisors to discuss these issues in detail with them and this is of great concern. For any performance management system to work effectively, agreement should be reached on how the employees will be measured and what measurement instrument will be used. If there is unhappiness regarding the measures used, it will be seen by the employees as an unfair system which will consequently impact negatively on the employees and the organisation, in the end impacting on poor service delivery. The Department of Labour plays an important role in the community and thus needs employees who have a passion for their work and are well motivated. It would appear that there are problems in this regard with the majority of staff, and that the issue of the measures used to monitor performance needs to be addressed without further delay. As Radnor and Barnes (2007:393) state:

“Performance measurement is quantifying either quantitatively or qualitatively, the input, output or level of activity of an event or process. Performance management is action, based on performance measures and reporting, which results in improvements in behaviour, motivation and processes and promotes innovation.”

Thus, if the performance measures are problematic, it will lead to demotivated staff which will impact negatively on the Department.

RESULT 15: *The measures used to monitor performance in the Department are clearly linked to the Department's objectives (Question B 15).*

The results indicate that 51.5% of the respondents agreed/strongly agreed that the measures used to monitor their performance are clearly linked to the goals of the Department. A relatively small group of respondents, 17.7%, disagreed/strongly disagreed with this view, while 30.8% of the respondents neither agreed nor disagreed with this view which can again be attributed to their little or no contact with their managers/supervisors who would normally discuss these issues with them.

For any employee to be passionate and motivated on the job there must be a good reason to function effectively on a daily basis. One of the building blocks for success in this regard is for the employees to see how their actions tie into the overall goals of the organisation. There must therefore be meaning in what they do. This finding confirms the results found in question B 2, where 50.8% of the respondents indicated that the Department's needs and priorities were well-communicated to them through the performance management process. As Gilmore and Williams (2013:233) state:

"The importance of setting clear performance objectives should be evident. Moreover organisations increasingly use them in ways designed to focus employee activity on achieving organisational goals."

It is therefore not clear why 17.7% of the employees do not agree regarding this aspect. Perhaps it can, as was the case with the previous findings for this group, be related to the non-committal nature of their managers/supervisors to discuss this aspect with them. This group must not be ignored. Perhaps placing some posters in the office environment dealing, for example, with how the employees' jobs can make a difference to the overall functioning of the Department, can address this problem.

RESULT 16: *The Department provides sufficient time and resources for the performance management process (Question B 16).*

The results indicate that 35.1% of the respondents agreed/strongly agreed that the Department provides sufficient time and resources for the performance management process. However, 38.4% of the respondents disagreed/strongly disagreed with this viewpoint, and 26.5% of the respondents neither agreed nor disagreed with this statement. It would appear that the majority of the staff are

not satisfied with the effort and resources the Department is at present spending on the performance management process. This is a very serious finding indeed. If the process does not have legitimacy amongst the staff, it can impact on service delivery to the community, and needs to be addressed as a matter of urgency. As Ngcamu (2013:316) states:

“The failure of the performance management system is exacerbated by factors such as strategic objectives that are not cascaded down to the level of employees, unfair and unequal systems on which remuneration and reward is based, absence of continual feedback, inadequate internal communication and unrealistic expectations in terms of rewards.”

For the group of 38.4% of the respondents who disagreed/strongly disagreed with this statement this is also no surprise as it would appear that there is a non-committal on the part of their managers/supervisors to discuss these issues with them properly and this needs to be addressed without delay. As far as the view of the 26.5% of the respondents who neither agreed nor disagreed with this statement is concerned, it can perhaps again be attributed to the little or no contact they have with their managers/supervisors during the performance management process. Consequently it is difficult for them to voice an opinion in this regard.

RESULT 17: *The performance management process allows us to give managers/supervisors feedback on their performance*(Question B 17).

The results indicate that 42.1% of the respondents disagreed/strongly disagreed that the performance management process allows them the opportunity to give managers/supervisors feedback on their performance. Only 28.2% of the respondents agreed/strongly agreed that this was the case, while 29.7% of the respondents neither agreed nor disagreed with the statement. This can again be attributed to the fact that this last group of respondents perhaps have little or no contact with their managers/supervisors and are thus not in a position to comment on their performance. It is also perhaps the case that they are not allowed to talk during the process as was found in question B 4 (20.1%). While the findings for the group who disagreed/strongly disagreed is also no surprise as 36.4% of this group also indicated in question B 4 that they were not given a chance to talk.

For an organisation to function effectively, it is important that there is a free flow of information from the bottom as well as from the top. If, as appears to be the case here, employees are not free to tell all, this may create a situation that employees may walk around disgruntled and unhappy.

Although the Department at present does not use a 360-degree performance appraisal system, where different stakeholders can provide an input as far as the performance of their managers/supervisors is concerned, they need to feel free to voice their opinion on everything which they feel is bothering them which can include feedback regarding their managers' performance. This does not appear to be the case as already indicated, from the findings earlier in question B 4. Only if this can happen will a more trustworthy environment be created. As Quick and Nelson (2011:245) state:

"It is difficult to draw general conclusions about people's satisfaction with one-way communication. However, two-way communication is an interactive form of communication in which there is an exchange of thoughts, feelings or both, and through which shared meaning often occurs."

Perhaps the Department needs to hold a number of workshops on aspects of communication and teambuilding for its staff if it is to overcome this problem.

RESULT 18: *The performance management system is linked to producing sustainable long-term performance (Question B 18).*

The results indicate that 24.2% of the respondents disagreed/strongly disagreed that the performance management system is linked to producing sustainable long-term performance, while 33.9% of the respondents neither agreed nor disagreed with this statement which can again be attributed to the fact that these employees perhaps have little or no interaction with their managers/supervisors who normally discuss these issues with their employees which in this case will not be realised, and as such, they will not be aware of the important link between the performance management system and the long-term performance. The same applies to the group of respondents who disagreed/strongly disagreed with this statement. Here again their managers/supervisors are non-committal and as such no proper discussion between the two parties take place and as such they see no real long term value in the performance management system. It must also be remembered that in question B 14, both these groups were also of the opinion that the measures used to measure the performance, were not seen as the most appropriate. A further aspect relates to the findings in question B 16 earlier, where the majority of the respondents also felt that not sufficient time and resources were allocated to the performance management process. On the positive side, 41.9% of the respondents agreed/strongly agreed with this statement. The view of the majority of the respondents is thus therefore that they do not see or

are not sure of any sustainable long-term performance coming from the present performance management system.

Thus, the Department needs to address these issues urgently if they want the employees to see any legitimacy in the present system as well as its relative value for the Department in the long term. As Marr (2009:2) states:

“The stated aims of performance management initiatives tend to be improved performance with an emphasis on increased efficiency and effectiveness of delivery.”

Thus, the value of the performance management system for the organisation cannot be underestimated in the immediate and long term.

RESULT 19: *Employees in the Department agree together on their performance targets with their immediate managers/supervisors*(Question B 19).

The results indicate that 47.5 % of the respondents agreed/strongly agreed that the employees in the Department together with their immediate managers/supervisors agree on their performance targets. This view is not shared by 29.3% of the respondents, who disagreed/strongly disagreed with this statement, and 23.2% of the respondents, who neither agreed nor disagreed with this statement. It would appear from the previous findings again that this last group of employees have little or no contact with their managers/supervisors which would make any meeting between them to decide on their performance targets difficult if not virtually impossible and as a result are not in a position to comment on this statement. As far as the group of respondents are concerned who disagreed/strongly disagreed with this statement, again as indicated previously, this group's managers/supervisors are non-committal towards them and as such spending sufficient time with them to establish performance targets appears to be virtually impossible, thus the view of this group on this aspect. As Fryer et al (2009:489-490) state:

“A greater understanding of the importance of performance indicators and how to use them to achieve strategic objectives is essential at all levels of an organisation the key message that comes across is involvement, involvement of all stakeholders.”

Also of importance here are the earlier results found in question B 6 where 31.7% of the respondents felt that their managers/supervisors did not motivate them to develop and achieve their goals, while 25.9% of the respondents here neither agreed nor disagreed with this statement, and 42.8% of the respondents who agreed/strongly agreed with the statement. Similar results were found in question B 10, where 34.7% of the respondents indicated that they did not receive any feedback on how they were performing against targets, while 20.6% of the respondents neither

agreed nor disagreed with the statement. It would thus appear that a larger group of respondents disagree or are not sure on the aspect of the joint agreement of performance targets in the Department. This is a finding with serious implications which can lead to conflict and have a major impact on service delivery. It therefore needs to be investigated by the Department without delay. For the performance appraisal system to work properly, it is important that both the employee and the employer agree on what is to be achieved. This agreement is normally formalised in a performance appraisal agreement. At the end of the year, the employee's achievements are then measured against this agreement.

RESULT 20: *Employees in the Department are clear as to how their role links to the Department's plans (Question B 20).*

The results indicate that 53.4% of the employees agreed/strongly agreed that they are clear as to how their role links to the Department's plans. This finding is not surprising when compared to the finding in question B 2 where 50.8% of the respondents indicated that the needs and priorities of the Department are well communicated to them. However, 17.9% of the respondents disagreed/strongly disagreed with this statement, and 28.7% of the respondents neither agreed nor disagreed with this statement. This last finding can again be attributed, as was the case before, to the fact that this group of employees perhaps have little contact or no interaction with their managers/supervisors at all, and as a result, do not have the normal communication between them when issues of this nature are discussed. They are thus in many instances unaware as to how their role links to the plans of the Department. Regarding the 17.9% of the respondents who do not however see this role very clearly, this can again be attributed to the non-committal approach followed by their managers/supervisors. They just do not see any need to discuss these issues with this group. This finding is not surprising as the managers/supervisors in the earlier findings did not have any meaningful commitment to their subordinates (see questions B 5, B 6, B 7, B 9, B 10 and B 16). The Department therefore, in view of such a large group of employees involved, needs to address this aspect without delay as it can have a negative impact on its performance. From the findings it is clear that the majority of the employees (53.4%) understand their roles clearly. It is important that employees understand why they are performing a specific task/activity within the organisation and how this activity/task contributes to the overall plans of the Department. This will give the employee clarity as to what his/her role within the Department is. As De Waal (2013:268-269) states:

"Those who look at performance management from the human resource perspective, acknowledge that there has to be a direct link between personal objectives and

organisational objectives The objectives have to be translated into clear expectations regarding the performance of organisational members.”

Thus, it is important that the employees know how their role links to the Department's plans.

RESULT 21: *Employees in the Department are clear as to how they could improve their performance*(Question B 21).

The results indicate that 51.6% of the respondents agreed/strongly agreed that the employees in the Department are clear as to how they could improve their performance. This finding is not surprising when taking into account the finding in question B 8 where 50.6% of the respondents indicated that their standards of performance are monitored on a regular basis, and question B 10, where 44.7% of the respondents indicated that they receive feedback on how they are performing against their targets. However, 23.4% of the respondents disagreed/strongly disagreed with this statement, while 25% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again, as was the case earlier, be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and as a result, thus do not normally discuss issues of this nature, or they do not want to indicate their experience in this regard. Regarding the 23.4% of the respondents who do not however see this role very clearly, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss this aspect with this group. It is essential that employees understand their strengths and weaknesses and how they can build on their weaknesses to improve their performance. Normally after the performance appraisal, a performance improvement plan is drawn up to assist the employees in this regard. From the findings, it would appear that the majority of the respondents are clear on how they can improve their performance. However, this is not the case with a reasonable large group of employees and the Department needs to investigate this further as it can impact on the productivity of the workforce. As Mathis and Jackson (2011:332) state:

“By identifying employee strengths, weaknesses, potential and training needs through performance appraisal feedback, supervisors can inform employees about their progress, discuss areas in which additional training may be beneficial and outline future developmental plans.”

Thus, setting plans in place on how employees can improve their weaknesses is beneficial, not only to the employee but the company/department as well.

RESULT22: *Employees in the Department are held fully accountable for the end results they produce or fail to produce (Question B 22).*

The results indicate that 52.9% of the respondents agreed/strongly agreed that the employees in the Department are held fully accountable for the end results they produce or fail to produce. This finding is not surprising when taking into account the findings in question B 12, where 50.8% of the respondents indicated that poor performance is not tolerated, and question B 11, where 52,5% of the respondents indicated that performance matters. In this question however, 23.1% of the respondents disagreed/strongly disagreed with this statement. This can be the result of the non-committal approach followed by their managers/supervisors, where they are not really worried about the performance of this group. This is of great concern and needs to be addressed by the Department as the performance of this group is large enough to make a negative impact on the organisation. As far as the 24% of the respondents who neither agreed nor disagreed with this statement are concerned, this might again be attributed to the fact that this group either have very little interaction or no contact at all with their managers/supervisors and thus do not normally discuss their performance whether good or bad, or they just do not want to discuss their experience in this regard. This finding is not surprising when compared to the findings in question B 8, where 20.9% of the respondents neither agreed nor disagreed regarding the monitoring of performance, or question B 10 where 20.6% of the respondents neither agreed/nor disagreed regarding the feedback they received on their performance. This is also of great concern and needs to be pursued further by the Department as it can impact negatively on service delivery. As Marr (2009:212) states:

“The organisational culture influences the way things get done in the organisation and therefore also governs the way people react to performance indicators and use performance information. Research has shown that creating a culture in which performance is recognised as a priority can have a significant and tangible impact on success.”

Thus, from the findings it would appear that in the case of the 52.9% of the respondents, a culture of accountability exists within the Department, which is a sound foundation for a good performance management system. As a relative large percentage of employees do not see this, this aspect needs to be investigated further by the Department as it can have a negative impact on the service delivery of the Department.

RESULT 23: *Employees in the Department have a clear idea of what is expected of them in their roles*(Question B 23).

The results indicate that 64.3% of the respondents agreed/strongly agreed that the employees in the Department have a clear idea of what is expected of them in their roles. This finding is not surprising when taking into account the findings in question B 2, where 50.8% of the respondents indicated that the needs and priorities of the Department are well communicated to them, question B 11, where 52.5% of the respondents had no doubt that performance matters, question B 12, where 50.8% of the respondents understood that poor performance is not tolerated, B 20, where 53.4% of the respondents had a clear idea as to how their role links to the Department's plan, and question B 22, where 52.9% of the respondents understood that they will be held accountable for their performance. In this question however, 18.3% of the respondents disagreed/strongly disagreed with the statement, while 17.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and thus do not normally discuss issues of this nature, or they do not want to indicate their experience in this regard. Regarding the 18.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss this aspect with this group. These last two findings are worrying as the percentage is large enough to have a negative impact on the Department in the long run. Perhaps the different sub-divisions within the Department can run a number of short workshops where the managers/supervisors can be taught on how to communicate important information such as what is expected of the individual employees in the Department. As Gilmore and Williams (2013:232) state:

“Key to performance planning is setting relevant objectives for employees. Effective objectives are a good starting point in supporting employees in their efforts to achieve acceptable levels of performance and to facilitate efficiency in the performance management process.”

Thus, clear goals need to be set for individuals within the Department which would guide them on how to perform their jobs.

RESULT 24: *Employees in the Department have a good understanding of how the appraisal review links to rewards* (Question B 24).

The results indicate that 40.4% of the respondents agreed/strongly agreed that the employees in the Department had a good understanding of how the appraisal review links to rewards. This is a

very low percentage and is worrying and requires the Department to address this aspect as soon as possible. This view however is not shared by 32.8% of the respondents, who disagreed/strongly disagreed with this statement, and 26.8% of the respondents who neither agreed nor disagreed with the statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees have very little contact or no interaction with their managers/supervisors at all and thus do not have the necessary time to discuss issues of this nature with them. Regarding the 32.8% of the respondents who disagreed/strongly disagreed with this view, this can perhaps again be attributed to the non-committal nature of their managers/supervisors. They for example just do not see any need to discuss issues like this with their staff. It is thus clear that this aspect needs to be addressed by the Department as a priority. A number of provisos however exist regarding the link between performance and rewards, as Mathis and Jackson (2011:330) state:

“The use of appraisals to determine pay is common. However, many people argue that performance appraisals and pay discussions should be done separately. Two major realities support this view. One is that employees often focus more on the pay received, than on the developmental appraisal feedback. The other is that managers sometimes manipulate ratings to justify the pay they wish to give individuals As a result, many employees view the appraisal process as a ‘game’ because compensation increases have been predetermined before the appraisal.”

From the above it is thus clear that linking the performance appraisal to rewards is important, however the approach followed in this regard needs to be above suspicion for it to be acceptable to all.

RESULT 25: *Employees in the Department know how their performance is measured* (Question B 25).

The results indicate that 57% of the respondents agreed/strongly agreed that the employees in the Department know how their performance is measured. This finding is not surprising when taking into account the findings in question B 8, where 50.6% of the respondents agreed that their standards of performance is monitored on a regular basis, question B 1, where 52.5% of the respondents indicated that they were in no doubt that performance matters, question B 21, where 51.5% of the respondents indicated that they were clear on how they could improve their performance, question B 22, where 52.9% of the respondents indicated that they are held fully accountable for their performance, and question B 23, where 64.3% of the respondents indicated that they had a clear idea of what was expected of them in their roles. In this question however,

23.9% of the respondents disagreed/strongly disagreed with the statement, while 19.1% of the respondents neither agreed nor disagreed with this statement. For the last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and thus do not normally, because of time problems, discuss issues of this nature, or they do not want to indicate their experience in this regard. Regarding the 23.9% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff. It would appear that these last two groups experience problems in this area and it would be wise for the Department to investigate this matter further. Marchington and Wilkinson (2012:232) state as follows in this regard:

“The way in which the appraisal is introduced is important to shape attitudes towards it. There should be wide-ranging consultation, senior managers should be committed to the idea and ensure that time, training and resources are available, the scheme should be as simple as possible, timetables should be agreed for implementation, adequate training provided, a check should be made that appraisals are carried out, and the system should be modified and monitored accordingly.”

Thus, proper communication between all the stakeholders in the appraisal process is necessary for the proper functioning of the system.

RESULT26: *Employees in the Department receive constructive feedback on their performance*(Question B 26).

The results indicated that only 35.2% of the respondents agreed/strongly agreed that the employees received constructive feedback on their performance. This finding is somewhat surprising, especially when one looks at the findings for question B 1, where 54.8% of the respondents indicated that as a result of their last review discussion they felt motivated to improve their performance. The finding here indicates that the Department needs to further investigate this discrepancy. A further finding here indicates that 35.5% of the respondents disagreed/strongly disagreed with this statement, while 29.3% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and thus do not normally discuss their feedback properly, or they do not want to indicate their experience in this regard. Regarding the 35.5% of the respondents who disagreed/strongly disagreed with this statement, this can again

be attributed to the non-committal nature of their managers/supervisors who just do not see any need to provide their employees with constructive feedback. The total percentage of these last two groups of employees is fairly large, and the fact that they do not receive constructive feedback is worrying and can impact on their productivity within the Department. Thus further investigation by the Department is necessary. Regarding the performance review process, Anthony et al (2010:311) state as follows:

“The employee needs to understand areas where improvement is needed and how to strengthen job performance such as additional training.”

Thus, the performance review is a very important part of the performance appraisal process as it guides the individual employee into the future —consequently it should be given in a very constructive manner.

RESULT27: The Department focuses on achieving measurable targets(Question B 27).

The results indicate that 56.1% of the respondents agreed/strongly agreed that the Department focuses on achieving measurable targets. This finding is not surprising when taking into account the findings in question B 8, where 50.6% of the respondents indicated that management regularly monitors the standards of performance, question B 11, where 52.5% of the respondents indicated that they are in no doubt that it is performance that matters, and question B 25, where 57% of the respondents indicated that they know how their performance is measured in the Department. However, in this question 20% of the respondents disagreed/strongly disagreed with this statement, while 23.9% of the respondents neither agreed nor disagreed with the statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction, with their managers/supervisors at all and as such, are not aware of the Department’s intention regarding the performance appraisal process. As far as the 20% of the respondents are concerned who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors not informing them of the Department’s intention in this regard. The percentage of these last two groups is quite large and can have a negative impact on the perception of other staff members. In view of this, the Department should on a regular basis communicate to the staff the focus it has regarding the achievement of measurable targets. As Mathis and Jackson (2011:329) state:

“Performance that is measured can be managed.”

Thus, the only way the performance appraisal system can have any value, is if the Department focuses on achieving measurable targets.

RESULT 28: *This Department focuses on raising personal capability*(Question B 28).

The results indicate that 35.3% of the respondents agreed/strongly agreed that the Department focuses on raising personal capability. This is a very low percentage and worrying. The Department needs to investigate this aspect further. This finding however is not surprising when taking into account the findings in question B 6, where only 42.8% of the respondents indicated that the managers/supervisors in the Department motivate their staff to develop and achieve their goals, question B 7, where only 42.2% of the respondents indicated that the managers/supervisors tell their employees that they are doing a good job, question B 9, where only 41.6% of the respondents indicated that their managers/supervisors coach them to improve their performance. Thus, there appears to be a low commitment from the managers/supervisors towards their employees. A further finding here indicates that 29.7% of the respondents disagreed/strongly disagreed with this statement, while 35% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact, or no interaction with their managers/supervisors at all, and as such, they do not on a regular and proper basis discuss this aspect between themselves. Regarding the 29.7% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff. Thus, overall this result has been very poor and requires immediate attention by the Department. As Weitzel (2009:XVI) states:

“To maintain high performance in organisations, the leader has to shift the focus from the present to an urgent path of action to achieve a higher desired future organisation action is consistent with the following characteristics of high-performing organisations maintaining core competencies within the organisation’s membership to achieve successful performance.”

Raising personal capability is thus vital for any organisation/department if it is to meet the future challenges successfully.

**RESULT 29: *The Department has a development programme to improve skills*
(Question B 29).**

The results indicate that 49% of the respondents agreed/strongly agreed that the Department has a development programme in place to improve skills. This is a very low percentage and worrying. The Department needs to investigate this aspect further. This finding however is not surprising especially when taking into account the findings in question B 3, where 34.5% of the respondents indicated that they regularly have discussions with their managers/supervisors about their personal development, question B 5, where 45.4% of the respondents indicated that their managers/supervisors have a good understanding of their jobs, question B 9, where 41.6% of the respondents indicated that their managers/supervisors coach them to improve their performance, question B 10, where 44.7% of the respondents indicated that employees receive feedback on how they are performing against targets, and question B 13, where 29.5% of the respondents indicated that the performance management system focuses on career development. Thus, as was the case in the previous question (question B28) there appears to be a low commitment on the part of the managers/supervisors as far as their employees' personal development is concerned. Also in this question, 21.6% of the respondents disagreed/strongly disagreed with this statement, while 29.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed, it might again be an indication that this group of employees either have very little contact or no interaction at all with their managers/supervisors, and as such, they do not discuss issues of this nature, and they thus cannot comment properly on this aspect. Regarding the 21.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff. Thus, overall this result is unacceptable, and needs the attention of the Department. As Gold, Holden, Stewart, Iles and Beardwell (2013:314) state:

“Talent development is a crucial component of any talent management strategy, which itself is linked to an organisation's strategy.”

It is essential that the Department thus puts a development plan in place to improve the employees' skills. The aspect of talent management can therefore be highlighted here.

**RESULT 30: *The Department insists on high quality work from its employees*
(Question B 30).**

The results indicate that 66.2% of the respondents agreed/strongly agreed that the Department insists on high quality work from its employees. This finding is not surprising especially when taking

into account the findings in question B 8, where 50.6% of the respondents indicated that the standards of performance are monitored regularly, question B 11, where 52.5% of the respondents indicated that there was no doubt that performance mattered in the Department, question B 12, where 50.8% of the respondents indicated that poor performance is not tolerated in the Department, and question B27, where 56.1% of the respondents indicated that the Department focuses on achieving measurable targets. Producing high quality work in the Department thus appears to be important. However in this question 13.4% of the respondents disagreed/strongly disagreed with this statement, while 20.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such, they do not discuss issues of this nature, and consequently the respondents cannot comment on this issue. Regarding the 13.4% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff. This group of respondents that disagreed or are unsure about this statement is large enough to have an impact on the Department, and needs closer attention from the Department's side. Regarding the aspect of quality, Daft and Marac (2013:41) remark as follows:

“The theme of quality is another concept that permeates current management thinking. Four significant elements of quality management are:

- *Employee involvement means that achieving better quality requires company-wide participation in quality control.*
- *All employees are focussed on the customer.*
- *Benchmarking a process whereby companies find out how others do something*
- *Continuous improvement the implementation of small incremental improvements in all areas of the organisation on an on-going basis.”*

The aspect of quality is a multi-faceted issue which needs the constant attention of top management. It is thus vital that the Department approaches this aspect holistically to realise individual quality performance which will ultimately result in an improvement in service delivery.

RESULT31: *Managers/supervisors in the Department determine the work goals of employees (Question B 31).*

The results indicate that 53.1% of the respondents agreed/strongly agreed that managers/supervisors in the Department determine the workgoals of the employees. This finding is somewhat strange, when taking into account the findings in question B 19, where 47.5% of the respondents indicated that employees in the Department agree together with their managers/supervisors on their performance targets. However, the other findings in this question correlate with the findings herein this question, where 29.3% of the respondents did not agree that setting their performance targets are a joint effort, and 23.2% of the respondents, who neither agreed nor disagreed with this finding. In the present question however, 18.7% of the respondents disagreed/strongly disagreed that managers/supervisors determine the work goals of employees, while 28.2% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such they do not discuss issues of this nature and consequently cannot really comment on this issue. Regarding the 18.7% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff and thus they are not informed about this aspect. For the performance management systems to work effectively, it is vital that both the employer and the employee sit together and jointly determine the work goals of the employee. If it is only a top-down approach, the employees will not see their work goals as their own, which will result in less motivation and passion. The ultimate goal would therefore be for all employees to sit down jointly with their managers/supervisors and determine their work goals. It would be in the Department's interest if some kind of process could be implemented in this regard, for example, a specific month in the year, when all the employees within the Department could get together and work out their goals for the specific year. These joint goals would subsequently be incorporated into the performance agreement of the employee. Anthony et al (2010:311) remark as follows:

“Job performance objectives should be discussed to establish a plan of action. The employee as well as the supervisor should have input into this process.”

Joint decision-making regarding work goals in an organisation is thus essential if employees are to embrace these as their own resulting in higher productivity and better service delivery.

RESULT 32: *Performance appraisals do not involve the Department's goals*
(Question B 32).

The results indicate that 24.5% of the respondents agreed/strongly agreed that performance appraisals do not involve the Department's goals. On the other hand however, 32.6% of the respondents disagreed/strongly disagreed with this view. This finding is not surprising when looking at the results for question B 2, where 50.2% of the respondents agreed/strongly agreed that the Department's needs and priorities are well communicated through the performance management process, question B 15 where 51.5% of the respondents agreed/strongly agreed that the measures used to monitor performance in the Department are clearly linked to the Department's objectives, and question B 20, where 53.4% of the respondents agreed/strongly agreed that the employees are clear as to how their role links to the Department's plans. An interesting finding here is the 42.9% of the respondents who neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, cannot truthfully answer this question. For the 24.5% of the respondents who agreed/strongly agreed with this statement it reflects the lack of discussion that is taking place between the employees and their managers/supervisors. Had discussions taken place, and in view of the earlier findings mentioned here, there would have been no doubt that the performance appraisals would have been linked to the goals of the Department. It is vital that the performance appraisals form an integral part of the Department's goals. Thus, all activities need to be goal-directed. If this is not the case, service delivery will suffer. The Department will be moving in one direction, and the employees in another! It is therefore clear that the Department needs to do much more in this regard, and if it is done properly, the employees will see the direct connection between the performance appraisals and the goals of the Department. As Gilmore and Williams (2013:225) state:

"..... requires the use of performance appraisals to link organisational objectives with employee goals and development clear goals will enhance an individual's ability to create precise intention and therefore enable them to accurately define (and act out) the behaviour required to achieve the desired goal."

Having clear organisational goals, linked to the performance appraisals, will thus help the employees to stay focussed and motivated.

RESULT33: *Performance appraisals in the Department help some employees more than others (Question B 33).*

The results indicate that 56.9% of the respondents agreed/strongly agreed that the performance appraisals in the Department assist some employees more than others. This finding is of great concern as these respondents don't see the present system as fair. This can give rise to demoralised employees which can impact on service delivery. This finding is however not surprising when taking into account the findings in question B 14 where a relatively small group of employees (35.1%) indicated that the measures used to monitor performance were the most appropriate. Thus, the Department needs to address this perception without delay as it involves the majority of the respondents. Only 12.4% of the respondents disagreed/strongly disagreed with this view, while a further 30.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, this might again be attributed to the fact that this group have either very little contact, or no interaction with their managers/supervisors at all and as such they probably have not had any discussion in this regard and thus feel that they are not in a position to comment on this issue. Colquitt et al (2013:208) state the following in this regard:

“Distributive justice reflects the perceived fairness of decision-making outcomes. Employees gauge distributive justice by asking whether decision-outcomes such as pay, rewards, evaluations, promotions and work-assignments, are allocated using proper norms.”

It is therefore important for the Department to try to communicate via the intranet how the system works and to allow for questions to be sent to a central office should the employees have concerns in this regard.

RESULT 34: *Employees in the Department are rated by more than one person (Question B 34).*

The results indicate that 53.1% of the respondents agreed/strongly agreed that employees in the Department are rated by more than one person. This finding is not surprising, especially when taking into account the findings in question B 25 where 57% of the respondents indicated that employees in the Department know how their performance is measured. However, 21% of the respondents disagreed/strongly disagreed with this statement, while 25.9% of the respondents neither agreed nor disagreed with this view. For this last group of employees, who neither agreed nor disagreed, it might again be an indication that this group of employees either have very little

contact, or no interaction at all with their managers/supervisors with the result that these matters are never discussed with them, thus they are not in a position to be able to answer this question. Regarding the 21% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff, thus leaving them basically in the dark. At present the following process is being followed in the Department regarding this aspect. The performance evaluation is conducted by the immediate supervisor. The supervisor and the employee agree/disagree with the performance score obtained by the subordinate, and a final recommendation is made. The results are then sent back to the incumbent to change. Should there be a disagreement regarding the final score, the employee does have recourse to an appeals committee, which will investigate the case and make a final recommendation. From the foregoing, it is clear that the process can be viewed as very fair. Regarding the aspect of rating, Quick and Nelson (2011:188) remark as follows:

“Many organisations use 360-degree feedback as a tactic to improve the accuracy of performance appraisals because it is based on multiple sources of information. When self-evaluations are included in this process, there is evidence that the evaluation interviews can be more satisfying, more constructive and less defensive.”

It would be advisable for the Department to provide, perhaps on the intranet, some schematic diagram of the performance appraisal process in order to eliminate any uncertainty in this area regarding the process.

**RESULT 35: *Job descriptions in the Department state the outcomes expected*
(Question B 35).**

The results indicate that 64.2% of the respondents agreed/strongly agreed that the job descriptions in the Department state the outcomes expected. This finding is not surprising especially when taking into account the findings in question B 23, where 64.3% of the respondents indicated that employees in the Department had a clear idea of what was expected of them in their roles. However, 10.8% of the respondents disagreed/strongly disagreed with this statement, while 25% of the respondents neither agreed nor disagreed with the statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction at all with their managers/supervisors. This situation can result in them not discussing issues of this nature and consequently they cannot comment on this aspect. Regarding the 10.8% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this

nature with their staff thus keeping them ill-informed. Traditionally, job descriptions contain information such as job titles, summaries of main functions, and more detailed lists of activities within each job. Modern organisations also have flexible job descriptions which contain more fluid lists of job duties as opposed to the older, more rigid, lists of tasks. The results therefore indicate that the Department does use/have job descriptions. This is very important as it eliminates any confusion which may exist regarding the duties an employee needs to perform. Normally employees sign their job descriptions, thereby acknowledging their responsibilities. Lussier (2012:242) states in this regard:

“The job description identifies the tasks and responsibilities of a position. The trend is to describe jobs more broadly in order to design enriched jobs.”

Perhaps in view of the findings above, the Department can implement a formal process whereby all job descriptions are discussed with employees during an identified week every year.

RESULT 36: *The performance appraisals in the Department focus on numbers, not on growth (Question B 36).*

The results indicate that 56.3% of the respondents agreed/strongly agreed that the performance appraisals in the Department, focuses on numbers not on growth. This finding is not surprising especially when taking into account the findings in question B 6, where only 42.8% of the respondents indicated that managers/supervisors motivated their staff to develop and achieve their goals, question B 7, where 42.2% of the respondents indicated that managers/supervisors tell their employees when they are doing a good job, question B 9, where 41.6% of the respondents indicated that their managers/supervisors coach them to improve their performance, and question B 10, where 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets. This finding is of great concern, as the focus of performance appraisal is normally developmental in nature. On the other hand, 11% of the respondents disagreed/strongly disagreed with this statement, while 32.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact, or no interaction with their managers/supervisors at all. The result of this is that these employees are basically kept in the dark regarding many aspects of their work environment. As a result of this, they are not in a position to comment on this statement. Regarding the 11% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with them. The result is that the employees are ill-informed of what is really going on. Due to the negative finding here, it would appear that the

Department needs to instil some type of programme to bring the importance of the appraisal process, especially the developmental aspect, to the attention of all the employees. This will eliminate the perception that employees are not valued by the Department. As Anthony et al (2010:298) state:

“Performance appraisals are useful tools not only for evaluating the work of employees, but also for developing and motivating employees.”

The importance of performance appraisals from an individual developmental point of view, thus cannot be underestimated.

RESULT37: *In this Department, pay and performance are closely related (Question B 37).*

The results indicate that 40% of the respondents agreed/strongly agreed that in the Department, pay and performance are closely related. This finding is not surprising, especially when taking into account the findings in question B 24, where 40.4% of the respondents indicated that the employees in the Department have a good understanding of how the appraisal review links to rewards. The low percentage is of great concern as the performance management system needs to link all its components together if it is to achieve success. This includes training and development, pay, promotions, transfers, assignments, reductions in workforce and other administrative HR actions. Thus, the Department will have to focus on this aspect as soon as possible. However, 30.3% of the respondents disagreed/strongly disagreed with this statement, while 29.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such they do not discuss issues of this nature, and consequently the respondents cannot comment on this aspect. Regarding the 30.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff thus keeping them ill-informed. As Marr (2009:222-223) states:

“Many experts advocate linking performance indicators to the pay of employees studies show that if a person received a reward immediately after they have done something well, then the effect is greater.”

The Department needs to again bring to the attention of its employees the link which exists between pay and performance as it has a major impact on the motivation of employees.

RESULT 38: *Performance appraisals in the Department focus on achieving the Department's goals (Question B 38).*

The results indicate that 52.8% of the respondents agreed/strongly agreed that the performance appraisals in the Department focus on achieving the Department's goals. This finding is not surprising, especially when taking into account the findings in question B 2, where 50.8% of the respondents indicated that the department's needs and priorities are well-communicated through the performance management process, and question B 15, where 51.5% of the respondents indicated that the measures used to monitor performance are clearly linked to the Department's objectives. It is important that the performance appraisals focus on achieving the Department's goals. However, 14.6% of the respondents disagreed/strongly disagreed with this statement, while 32.6% neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such, they do not discuss issues of this nature, and consequently the respondents cannot comment on the issue. Regarding the 14.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff and as a result keep them in the dark. As Marchington and Wilkinson (2012:225) state:

"Performance management is a continuous process that links together performance, motivation, individual goals, departmental purpose and organisational objectives."

Making the employees aware of the link between their performance appraisals and the goals of the Department is thus important as it would keep them focused.

RESULT 39: *Employees in the Department are matched to jobs that use their skills (Question B 39).*

The results indicate that 32.2% of the respondents agreed/strongly agreed that the employees in the Department are matched to jobs that use their skills. This low percentage is not surprising, especially when taking into account the findings in question B 3, where only 34.5% of the respondents indicated that they have regular discussions with their managers/supervisors about their personal development, question B 5, where only 45.4% of the respondents indicated that their managers/supervisors have a good understanding of the employees' jobs, question B 6, where only 42.8% of the respondents indicated that the managers/supervisors motivate their staff to develop and achieve their goals, question B 13, where only 29.5% of the respondents indicated that the performance management system focuses on career development, question B 14, where

only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for their jobs, question B 16 where only 35.1% of the respondents indicated that sufficient time and resources are provided for the performance management process, question B 28, where 35.2% of the respondents indicated that they receive constructive feedback on their performance, question B 28, where only 35.3% of the respondents indicated that the Department focuses on raising personal capability, question B 29, where 49% of the respondents indicated that the Department had a development programme to improve skills. Thus, from the foregoing findings it is clear that a very small group of respondents are receiving sufficient attention from their managers/supervisors regarding their career development and consequently the matching of their skills to the jobs which they occupy. There is no doubt that the skills employees possess must match the jobs they occupy. If this is not the case, the employees will struggle to function effectively in their jobs thereby impacting on service delivery. As Gold et al (2013:421) state:

“Young people want to work to match their skills and provide opportunities for advancement.”

For the Department to grow properly, and to be ready to face the challenges of the future, they thus need to seriously look at the issues highlighted here. A further finding here indicates that 37.9% of the respondents disagreed/strongly disagreed with this statement, while 29.9% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction at all with their managers/supervisors at all and consequently these issues are not discussed with them, leaving them basically unhappy or in the dark, or they do not want to discuss their experience in this regard. Regarding the 37.9% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature on the part of their managers/supervisors. They just do not see the need to discuss issues of this nature with their staff and as a result do not resolve issues in this area.

Achieving a fit between the skills employees have and their jobs, are thus vital for the motivation of employees and for organisational success.

RESULT40: *Managers/supervisors and employees trust the performance appraisal process (Question B 40).*

The results indicate that 29.2% of the respondents agreed/strongly agreed that the managers/supervisors and employees trust the performance appraisal process. This low percentage is not surprising especially when taking into account the findings in question B 14,

where only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for the role, question B 16, where only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process, question B 18, where 41.9% of the respondents indicated that the performance management system is linked to producing suitable long-term performance, and question B 26, where only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance. Thus, from the foregoing findings, it is clear that a very small group of employees trust the performance appraisal process in the Department. This is a matter of great concern and needs the immediate attention of the Department. For the performance appraisal process to work effectively, it is absolutely essential that there is trust in the system. If this is not forthcoming the system will have no value at all. As Hodgetts and Hegar (2008:387) state:

“If the performance appraisal process is carried out properly, and the employees realise that management intends to be equitable in its reward system, employee morale will be high and teamwork can be both developed and nurtured by the enterprise.”

Further findings indicate that 40.3% of the respondents disagreed/strongly disagreed with this statement, while 30.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and consequently these issues are not discussed with them and as a result they have no clear opinion on this matter, or they do not want to discuss their experience in this regard. Regarding the 40.3% of the respondents who disagreed/strongly disagreed with this statement this can again be attributed to the non-committal nature on the part of their managers/supervisors. They just do not see the need to discuss issues of this nature with their staff and as a result, do not resolve issues of this nature. It would thus appear that overall the largest percentage of the respondents, are not happy with the performance appraisal system, and as mentioned earlier, this aspect needs to be addressed immediately.

A performance appraisal system that is seen as fair and in which employees can trust, will thus have major advantages for the employees, as well as the organisation.

RESULT 41: *Managers/supervisors talk about performance once a year (Question B 41).*

The results indicate that 34.2% of the respondents agreed/strongly agreed that managers/supervisors talk about performance once a year. This finding is not surprising, especially when taking into account the findings in question B 3, where 44.2% of the respondents indicated that regular discussions with their managers/supervisors regarding their personal development are not held, and 21.3% of the respondents who neither agreed nor disagreed with this statement, and question B 16, where 38.4% of the respondents disagreed/strongly disagreed that the Department provides sufficient time and resources for the performance management process, and 26.5% of the respondents who neither agreed nor disagreed with this statement. Thus, it would appear that a small percentage of respondents are of the opinion that managers/supervisors talk about their performance once a year. For the performance appraisals to have any real value, it is essential that the manager/supervisor and the subordinate engage on a regular basis with each other — definitely more than once a year. The preferred method would be at least once every three months. As Mathis and Jackson (2011:329) remark:

“.... Some of the top reasons for ineffective performance evaluations were: unclear performance criteria/bad rating instrument (78%), poor working relationship with your boss (72%), lack of on-going performance feedback (67%), and a superior that lacks information on actual performance (63%).”

It would thus appear that the Department needs to put some formal process in place to encourage the managers/supervisors to engage with their subordinates on a more regular basis regarding their performance. This will be to the advantage of not only the employer, but also to the individual and the community at large. Furthermore, other findings here indicate that 43.3% of the respondents disagreed/strongly disagreed with this statement, while 22.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and consequently these issues are not discussed with them, leaving them basically in the dark, or they do not want to discuss their experience in this regard. Regarding the 43.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature on the part of their managers/supervisors. They just do not see the need to discuss issues of this nature with their staff and as a result do not resolve issues of this nature.

There is no doubt that regular contact between the manager/supervisor and the employee regarding the individual's performance is essential if the organisation and the employee is to function effectively/efficiently.

RESULT42: *Career planning is seen as separate from performance appraisals in the Department (Question B 42).*

The results indicate that 51.7% of the respondents, agreed/strongly agreed that career planning can be seen as separate from performance appraisals. This finding is not surprising, especially when taking into account the findings in question B 13, where only 29.5% of the respondents indicated that the performance management system in the Department focuses on career development. It would thus appear that only a small percentage of the respondents see career planning as part of performance appraisal. Career planning cannot be seen as a separate issue, as the results from the performance appraisal process impact directly on where and when the employee will move within the organisational hierarchy. As Mathis and Jackson (2011:294) state:

“A good career planning programme includes elements of talent management, performance appraisal, development activities, opportunities for transfer and promotion, and planning for succession.”

The Department needs to hold workshops to educate their staff on the value of career planning and how it links with the total performance management process. Other findings here indicate that 18.6% of the respondents disagreed/strongly disagreed with this statement, while 29.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction at all with their managers/supervisors, and consequently these issues are not discussed with them, leaving them basically in the dark, and as a result they are not in a position to discuss their views in this regard. Regarding the 18.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature on the part of their managers/supervisors. They just do not see the need to discuss issues of this nature with their staff and as a result do not resolve issues of this nature.

There is no doubt regarding the importance of integrating career planning with the performance appraisal process. The one cannot be successful without the other.

RESULT43: *The performance appraisals show employees how they can improve*
(Question B 43).

The results indicate that 42.3% of the respondents agreed/strongly agreed that the performance appraisals in the Department show employees how they can improve. This finding is not surprising, especially when taking into account the findings in question B 21, where 51.5% of the respondents indicated that the employees in the Department are clear as to how they can improve their performance, and question B 27, where 56.1% of the respondents indicated that the Department focuses on achieving measurable targets. It is thus very important that employees are clear on their strengths and weaknesses after the performance appraisal has been concluded. This will enable them to make adjustments to their activities with a view to improve their performance. However, 30.6% of the respondents disagreed/strongly disagreed with this statement, while 27.1% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and as such, they do not discuss the results of their appraisal as is done under normal circumstances and consequently, the respondents cannot comment on this issue. Regarding the 30.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of this nature with their staff, and as a result, they are not aware of the value of the performance appraisals in improving their present position. As Gomez-Mejia et al (2014:2003) state:

“Performance appraisal offers great potential for a variety of uses, ranging from operational to strategic purposes. If done effectively, performance appraisal can be the key to developing employees and improving their performance.”

Thus, the results of a performance appraisal can, for example, indicate that the employee has displayed the correct behaviour and obtained the output required by the organisation. On the other hand, having not achieved these goals would indicate the shortcomings in behaviour and output, requiring interventions such as training, possible relocation, or even perhaps dismissal. It would appear that a need exists within the Department to inform the employees more formally of the value of the performance appraisals. This will not only be to the advantage of the employees, but also to the Department.

RESULT 44: Performance appraisals are seen by all as fair (Question B 44).

The results indicate that 16.7% of the respondents agreed/strongly agreed that the performance appraisals in the Department are seen as fair by all. This very low percentage is not surprising, especially when taking into account the findings in question B 14, where only 35.1% of the respondents agreed/strongly agreed that the measures used to monitor performance are the most appropriate for the role, question B 26, where again only 35.2% of the respondents agreed/strongly agreed that employees in the Department receive constructive feedback on their performance, and question B 40, where only 29.2% of the respondents agreed/strongly agreed that managers/supervisors, and employees trust the performance appraisal process. Thus, it would appear that the majority of the respondents (83.3%) do not see the performance appraisals as fair within the Department. This is very disturbing indeed as it can have a negative impact on the motivation of the employees, as well as their productivity. As Mello (2011:428+441) states:

“Performance management systems need not be formal in order to be effective. The most important concern in designing a performance management system is its fit with the organisation’s strategic objectives, and the most important concern in providing performance related feedback is its fit with the organisation’s culture.... several other critical factors must be considered when developing an effective performance management system. Firstly, the organisation needs to ensure the link between the performance management system and the training and development and compensation systems. Training and development goals and objectives, must be reflected in performance feedback systems. Subsequently, the criteria by which performance is evaluated must be incorporated into the compensation or reward system. A final consideration is the degree of standardisation or flexibility of the performance management system. Standardisation is important to prevent job bias or allegations of discriminatory treatment. Flexibility in the system is important because jobs have different levels of responsibility and accountability and require different types of skills (technical, interpersonal or administrative).”

The other findings in the question indicate that 58.5% of the respondents disagreed/strongly disagreed with this statement, while 24.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such, they do not discuss the results of their appraisals, and consequently, cannot comment on the process at all. Regarding the 58.5% of the respondents who disagreed/strongly disagreed with this statement, this can again

be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss issues of the performance appraisal process with their staff, and as a result, they are not in a position to comment objectively on the particular issues.

There is no doubt that for any system to work, it must be seen by all to be fair. If this is not the case, the system has no value. From the findings discussed here, it is clear that immediate action needs to be taken by the Department if the goals of the performance appraisal system are to be realised.

RESULT 45: *The employees' compensation is related to the results of the performance appraisals (Question B 45).*

The results indicate that 37.6% of the respondents agreed/strongly agreed that the employees' compensation is related to the results of the performance appraisals. This low percentage is not surprising, especially when taking into account the findings in question B 24, where only 40.4% of the respondents agreed/strongly agreed that the employees in the Department have a good understanding of how the appraisal review links to rewards and question B 37, where also only 40.0% of the respondents agreed/strongly agreed that in the Department, pay and performance are closely related. It is thus clear that there appears to be serious issues surrounding the linking of pay and performance in the Department. This finding is indeed strange, as a formal pay system connected to the performance appraisal exists within the Department as discussed in chapter 3 (see table 3.8). Here, depending on the rating achieved, a pay progression is awarded. As Mondy and Mondy (2014:223) state:

“To encourage good performance, a firm should design and implement a reliable performance appraisal system and then reward the most productive workers and teams accordingly.”

The other findings in this question indicate that 31.4% of the respondents disagreed/strongly disagreed with this statement, while 31% of the respondents, neither agreed nor disagreed with this statement.

For this last group of employees, who neither agreed nor disagreed with this statement it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as such they do not discuss the link between pay and performance at all, and consequently the respondents cannot comment on this aspect. Regarding the 31.4% of the respondents who disagreed/strongly disagreed with this statement, this can again

be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss how the performance results are tied to the compensation structure. As a result of this, the respondents are not aware of this link and consequently react negatively to the statement.

In view of the above findings, it is clear that the department needs to again bring to the attention of the employees, the formal process which exist in this regard in the Department. This can only create a better and more positive understanding amongst its employees leading to a happy workplace.

RESULT 46: *In the Department, managers/supervisors are reluctant to be frank with people* (Question B 46).

The results indicate that 45.4% of the respondents agreed/strongly agreed that in the Department, managers/supervisors are reluctant to be frank with people. This finding is not surprising, especially when taking into account the findings in question B 26, where only 35.2% of the respondents indicated that they receive constructive feedback on their performance and question B 41, where only 34.2% of the respondents indicated that managers/supervisors talk about performance once a year. The performance feedback sessions are a vital component in the effective implementation of the performance management process. This task is normally undertaken by the employees' supervisor. If managers/supervisors are reluctant to do this, the employee will not know to what extent he/she has been successful in achieving the targets set in the performance agreement signed at the beginning of the year. This uncertainty will lead to insecurity on the side of the employee and would ultimately impact on the service delivery within the Department. Consequently the Department needs to address this matter urgently. As Mondy and Mondy (2014:237) state:

"Most employees have a strong need to know how well they are performing. A good appraisal system provides highly desired feedback on a continuing basis Even though the interview presents an excellent opportunity for both parties to exchange ideas, it should never serve as a substitute for the day-to-day communication and coaching required by performance management."

As far as the other findings are concerned, 19.7% of the respondents disagreed/strongly disagreed with this statement, while 34.9% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to

comment on this statement. Regarding the 19.7% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any aspect of the process with them and as a result the employees cannot objectively answer this statement.

Therefore, a big responsibility rests with the Department to remove the present barriers as well as to impose a performance management climate within the Department to enable the development of an open and frank flow of information between the managers/supervisors and the employees. This can only be to the advantage of all stakeholders.

RESULT 47: *In this Department, promotions are based on who you know, not what you know (Question B 47).*

The results indicate that 47.4% of the respondents agreed/strongly agreed that in this Department, promotions are based on who you know, not what you know. This finding is not surprising, especially when taking into account the findings in question B 14 where only 35.1% of the respondents agreed/strongly agreed, that the measures used to monitor performance are the most appropriate for the role, question B 26, where again only 35.2% of the respondents indicated that they received constructive feedback on their performance, question B 33, where 56.9% of the respondents indicated that the performance appraisals in the Department help some employees more than others, question B 36, where again 56.3% of the respondents indicated that the performance appraisals in the Department focuses on numbers and not on growth, question B 40, where only 29.2% of the respondents indicated that managers/supervisors, and employees, trust the performance appraisal process, question B 44, where only 16.7% of the respondents see the performance appraisal as fair, and question B 46, where 45.4% of the respondents, agreed/strongly agreed that managers/supervisors are reluctant to be frank with people. As stated earlier, it is vital that trust exists within the Department and also that fairness/procedural justice prevails. Any distrust can lead to serious interpersonal group conflict which can impact on service delivery. It is thus vital that the Department address this issue as a matter of urgency as quite a large group of employees holding this negative view are involved. These employees could easily influence the rest of the staff which can ultimately impact on the productivity of the Department. As Mathis and Jackson (2011:367) state:

“Procedural justice is the perceived fairness of the process and procedures used to make decisions about employees It is important that employees see all the processes and practices as fair.”

As far as the other findings are concerned, 24.4% of the respondents disagreed/strongly disagreed with this statement, while 28.2% of the respondents neither agreed nor disagreed with the statement. For this last group of employees who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment on this statement. Regarding the 24.4% of the respondents who disagreed/ strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any aspect of the process with them and as a result, the employees cannot objectively answer this statement.

There is thus no doubt, that serious problems exist within the Department regarding the perception of a relatively large group of employees in respect of how promotions are handled, and immediate actions from the Department's side is required.

RESULT 48: *Employees who are mediocre performers are clearly identified*
(Question B 48).

The results indicate that 29.7% of the respondents agreed/strongly agreed that employees who are mediocre performers are clearly identified. This is a relatively low percentage, and somewhat surprising especially when taking into account the findings in question B 7, where 42.2% of the respondents indicated that managers/supervisors in the Department tell employees when they are doing a good job, question B 8, where 50.6% of the respondents indicated that monitoring standards of performance is a regular management duty in the Department, question B 10, where 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets, question B 11, where 52.5% of the respondents indicated that employees are in no doubt that it is performance that matters and question B 12, where 50.8% of the respondents indicated that poor performance is not tolerated in the Department. The aim of the performance appraisal process is to evaluate employees against preset targets agreed upon at the beginning of the appraisal period. Should it be found that the employees did not achieve the preset targets, a number of interventions need to be instituted.

It is important that mediocre performance is identified, as it can impact on the quality of service delivery. The performance appraisal method should be designed to highlight mediocre performance. If it is badly designed, or poorly implemented, then this goal will not be achieved. From the above, it is clear that the Department needs to investigate this low percentage of respondents who share this view, as numerous activities, as identified earlier, are in place in the Department to identify mediocre performers.

As Quick and Nelson (2011:184) state:

“The skill of defining performance in behavioural terms is an essential first step in the performance management process. Once defined, performance can be measured and assessed. This information about performance can then be fed back to the individual and used as a basis for setting goals and establishing plans for improving performance. Positive performance behaviours should be rewarded, and poor performance behaviours should be corrected.”

The other findings in this question indicated that 24.6% of the respondents disagreed/strongly disagreed with this statement, while 45.7% of the respondents neither agreed nor disagreed with this statement.

For this last group of employees, who neither agreed nor disagreed with this statement it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as such they do not discuss any issues pertaining to the performance appraisal process and consequently they cannot comment on this aspect. Regarding the 24.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors. They just do not see any need to discuss any aspect of the performance appraisal process with them. As a result of this, the respondents are not aware of any steps which are taken to identify employees who are mediocre.

For the performance appraisal system to achieve its goals, poor performers need to be identified and helped to correct themselves to the advantage of the employees themselves and the Department.

RESULT49: *Employees receive performance feedback at review time (Question B 49).*

The results indicate that 49% of the respondents agreed/strongly agreed that employees receive performance feedback at review time. This finding is not surprising, especially when taking into account the findings in question B 1, where 54.8% of the respondents indicated that as a result of the last review discussion, employees felt motivated to improve their performance. This is not a very high percentage and perhaps the Department can investigate this aspect further. The feedback sessions play a vital role in the appraisal process. Issues which need to be addressed during this session include: possible poor performance, the reason for the poor performance, remedies to address the poor performance and future career moves, within the company.

Mondy and Mondy (2014:237) remark as follows in this regard:

“A special time should be set for a formal discussion of an employee’s performance. Since improved performance is a common goal of appraisal systems, withholding appraisal results is absurd. Employees are severely handicapped in their developmental efforts when denied access to this information. A performance review allows them to detect any errors or omissions in the appraisal.”

As far as the other findings are concerned, 22.7% of the respondents disagreed/strongly disagreed with this statement while 28.3% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and as a result, they are not in a position to comment on this statement. Regarding the 22.7% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any feedback with them relating to their performance, and as a result thereof, the employees cannot objectively answer this statement.

All employees need to be provided with proper feedback regarding their performance. Thus, feedback is important. From the above findings it would appear that not all managers/supervisors are there yet and the Department perhaps needs to put formal structures in place to achieve this.

RESULT 50: *Mediocre performers in the Department are often rated high (Question B 50).*

The results indicate that 33.8% of the respondents agreed/strongly agreed that mediocre performers in the Department are often rated high. This finding is not surprising, especially when taking into account the findings in question B 14, where only 35.1% of the respondents indicated that the measures used to monitor performance were the most appropriate for the role, question B 16, where again only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process, question B 33, where 56.9% of the respondents indicated that the performance appraisals help some employees more than others, and question B 40, where only 29.2% of the respondents agreed/strongly agreed that managers/supervisors and employees trust the performance appraisal process. It would thus appear, that although, as indicated in question B 8, where 50.6% of the respondents indicated that a regular management duty in the Department is to monitor the standards of performance, question B 11, where 52.5% of the respondents indicated that there is no doubt that performance in the Department matters, and question B 12, where 50.8% of the respondents indicated that poor

performance is not tolerated, when applying the performance appraisal process in practice, there appears to be a gap between the practice and what is purported to happen. Although only a relatively small percentage of respondents see the performance appraisal process as problematic regarding the mediocre performers, in general, it is problematic as it impacts on the integrity of the system being used. It can for example, impact on the work ethic of the Department. This aspect thus needs to be addressed as soon as possible by the Department. Perhaps, by putting up some posters explaining how the system really works may help to address this problem. As Gomez-Mejia et al (2014:204) state:

“If appraisal is not done well, if for instance, performance is not measured accurately, and feedback is poorly given — the costs of conducting the appraisal may exceed its potential benefits. It makes good business sense to engage in a practice only if the benefits exceed the cost.”

As far as the other findings are concerned, 19.5% of the respondents disagreed/strongly disagreed with this statement, while 46.7% neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to form an opinion on how poor/mediocre performance is rated. Regarding the 19.5% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any aspect of the performance appraisal process with the employees, resulting in them not being able to form any real opinion on this statement.

Thus, having a performance appraisal system which is perceived by all employees as fair, is vital for instilling confidence in the employees that hard work pays off.

RESULT 51: Two-way communication is encouraged in the Department (Question B 51).

The results indicate that 46.6% of the respondents agreed/strongly agreed that two-way communication is encouraged in the Department. This relatively low percentage for this statement is not surprising, especially when taking into account the findings in question B 3, where only 34.5% of the respondents indicated that regular discussions were held with their managers/supervisors about their personal development, question B 4, where again only 43.5% of the respondents indicated that in their last review they were given a chance to say everything, and question B 26, where again only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance. It would thus appear that the

practice of two-way communication is not that prevalent in the Department. Communication is vital in any organisation/company. However, its success is measured against the extent to which this communication is top-down and bottom-up. It is essential that the department identify the barriers in this regard, and take corrective action. As Quick and Nelson (2011:245) state:

“Two-way communication is an interactive form of communication in which there is an exchange of thoughts, feelings, or both and through which shared meaning often occurs. Problem-solving and decision-making are often examples of two-way communication Interpersonal communication, especially between managers and employees, is a critical foundation for effective performance in organisations.”

As far as the other findings are concerned, 25.6% of the respondents disagreed/strongly disagreed with this statement, while 27.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they are not in a position to comment on this statement. Regarding the 25.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, resulting in this response.

There is no doubt that proper two-way communication is essential if an organisation/company and also the Departments want to function effectively and efficiently.

RESULT 52: *There is regular direct person-to-person contact between managers/supervisors and employees*(Question B 52).

The results indicate that 45.8% of the respondents agreed/strongly agreed that there is regular direct person-to-person contact between managers/supervisors and employees. Again this view is shared by less than 50% of the respondents. This relatively low percentage is not surprising when one looks at the findings in the following questions:

Question B 3 —here only 34.5% of the respondents indicated that regular discussions are held between the staff and managers/supervisors about their personal development.

Question B 6 —here only 42.8% of the respondents indicated that managers/supervisors in the Department motivate staff to develop and achieve their goals.

Question B 7 —here only 42.2% of the respondents indicated that managers/supervisors in the Department tell employees when they are doing a good job.

Question B 9 —here only 41.6% of the respondents indicated that the manager/supervisor coaches the staff to improve their performance.

Question B 10 —here only 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets.

Question B 16 —here only 35.1% of the respondents indicated that the department provides sufficient time and resources for the performance management process.

Question B 19 —here only 47.5% of the respondents indicated that employees in the Department agree together on their performance targets with their immediate manager/supervisor.

Question B 26 —here only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance.

Question B 41 —here 34.2% of the respondents indicated that managers/supervisors talk about performance once a year.

Question B 46 —here 45.4% of the respondents indicated that in the Department, managers/supervisors are reluctant to be frank with employees.

For the performance appraisal system to achieve its goals, direct person-to-person contact between the managers/supervisors and employees is absolutely essential. It is important that a good relationship develop between the parties. This will strengthen the trust between the parties which is important. As Hodgetts and Hegar (2008:460) state:

“A poor social environment and a lack of support or help from co-workers and supervisors lead to stress. Implementing effective interpersonal relationships reduces stress. Organisations must provide opportunities for social interactions among workers.”

From the foregoing it is clear that the Department needs to address the issue of person-to-person contact as a matter of urgency. One method would be to provide the employees with training in communication skills.

As far as the other findings are concerned, 26.2% of the respondents disagreed/strongly disagreed with this statement, while 28% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment honestly on this statement. Regarding the 26.2% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with their employees, and consequently their response in this regard.

Thus, proper person-to-person contact is absolutely essential if the Department is to implement the performance appraisal system properly, and achieve its goals.

RESULT 53: *People are given an opportunity to participate in decisions that affect them* (Question B 53).

The results indicate that 32.8% of the respondents agreed/strongly agreed that people are given an opportunity to participate in decisions that affect them. This low percentage is not surprising, especially when taking into account the findings in question B 3, where only 34.5% of the respondents indicated that regular discussions are held with their managers/supervisors about their personal development, question B 4, where only 43.5% of the respondents indicated that during their last review they were given a chance to say everything they wanted, and question B 19, where 47.5% of the respondents indicated that the employees in the Department agree together on their performance targets with their immediate manager/supervisor. From the findings above it would appear that the employees are not really given the opportunity to participate in discussions that affect them. This can have serious consequences for the Department. If employees do not buy into any decisions made, they will not make it their own, and this can result in poor service delivery to the community. The Department therefore needs to implement a process whereby the barriers that exist at present regarding the participation of employees in decisions that affect them are removed allowing a healthy team spirit to be developed. As Quick and Nelson (2011:321) state:

“Participative decision making occurs when individuals who are affected by decisions influence the making of those decisions. Participation buffers employees from the negative experiences of organisational politics participative management has been found to increase employee creativity, job satisfaction and productivity.”

As far as the other findings are concerned, 37.9% of the respondents disagreed/strongly disagreed with this statement, while 29.3% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment on this statement. Regarding the 37.9% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, thus their response in this regard.

Getting employees involved in the decisions that affect them directly, have numerous benefits. These include, better commitment and dedication to their tasks with improvements in productivity and improved service delivery.

**RESULT 54: *Performance appraisals are handled in a professional manner*
(Question B 54).**

The results indicate that 32.8% of the respondents agreed/strongly agreed that the performance appraisals are handled in a professional manner in the Department. This is a very low percentage and of serious concern. This finding is not surprising especially when taking into account the findings in the following questions:

Question B 3 —where only 34.5% of the respondents indicated that regular discussions are held with their managers/supervisors about their personal development.

Question B 4 —where only 43.5% of the respondents indicated that in their last review, they were given a chance to say everything they wanted to.

Question B 10 —where only 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets.

Question B 13 —where only 29.5% of the respondents indicated that the performance management system in the Department focuses on career development.

Question B 14 —where only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for the role.

Question B 16 —where only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process.

Question B 19 —where only 47.5% of the respondents indicated that employees in the Department agree together on their performance targets with their immediate manager/supervisor.

Question B 26 —where only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance.

Question B 28 —where only 35.3% of the respondents indicated that the Department focuses on raising personal capability.

Question B 40 —where only 29.2% of the respondents indicated that managers/supervisors and employees trust the performance appraisal process.

Question B 43 —where only 42.3% of the respondents indicated that the performance appraisals show employees how they can improve.

Question B 44 —where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all.

Question B 49 —where only 49% of the respondents indicated that employees receive performance feedback at review time.

From the findings above, it is clear that the perceptions of the employees are that the performance appraisals are not handled in a professional manner. This is a very serious finding indeed. If this is the case, then the employees will have no faith in the system, as well as in their managers/supervisors. The Department needs to urgently investigate the issues pertaining to this aspect. As Mondy and Mondy (2014:236) state:

“A common deficiency in appraisal systems is that the evaluators seldom receive training on how to conduct effective evaluations. Unless everyone evaluating performance receives training in the art of giving and receiving feedback, the process can lead to uncertainty and conflict. The training should be an on-going process in order to ensure accuracy and consistency.”

As far as the other findings are concerned, 35.2% of the respondents disagreed/strongly disagreed with this statement, while 32% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they are not in a position to comment on this statement. Regarding the 35.2% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any aspect of the process with them, and thus their response in this regard.

There is no doubt that for the appraisal system to work effectively, and be seen by all as fair, it needs to be handled in a professional manner. Should this not be the case, employees will become disgruntled and productivity and service delivery will drop.

RESULT 55: *Working relationships with co-workers are enjoyable*(Question B 55).

The results indicate that 64.1% of the respondents agreed/strongly agreed that the working relationships with co-workers are enjoyable. This is a very positive finding. It is important for any organisation that their employees work in harmony with each other. This will benefit both the organisation, as well as the employees. As Mathis and Jackson (2011:165) state:

“Many individuals build close relationships with co-workers. Such work-related friendships do not appear on employee records, but these relationships can be an important signal that a workplace is positive. Overall what this means is that it is not just where people work, but also with whom they work, that affects employee retention. If individuals are not linked with or do not relate well to their co-workers, there is greater likelihood for turnover to occur.”

As far as the other findings are concerned, 12.3% of the respondents disagreed/strongly disagreed with this statement, while 23.6% of the respondents neither agreed nor disagreed with this statement. For this last group who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment on this statement. Regarding the 12.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, thus their view regarding this statement.

There is no doubt that having good working relations with co-workers can contribute to a healthy organisation and work-environment with less stress and other negative issues which can impact on service delivery.

RESULT 56: *Working relationships with supervisors are enjoyable* (Question B 56).

As no specific group of employees were identified in the previous question (question B 55), the respondents could have interpreted the statement as being applicable to all co-workers, including their supervisors. In this question however, the focus is specifically on their relationship with their supervisors. The results indicate that 50.9% of the respondents agreed/strongly agreed, that the working relationship with their supervisors are enjoyable. This percentage is much lower than that which was found in the previous question. It indicates that the employees have a much closer relationship with their co-workers, than is the case with their supervisors. This finding is somewhat disturbing, as it is important in a hierarchical organisation that good relationships exists with co-workers as well as supervisors, if the organisation is to function efficiently and effectively. However, this finding is not completely surprising, especially when taking into account the findings in the following questions:

Question B 4 —where 43.5% of the respondents indicated that they were given a chance to say everything they wanted to during their last review.

Question B 6 —where 42.8% of the respondents indicated that managers/supervisors in the Department motivate the staff to achieve their goals.

Question B 7 —where 42.2% of the respondents indicated that the managers/supervisors in the Department tell the employees when they are doing a good job.

Question B 9 —where 41.6% of the respondents indicated that their managers/supervisors coach them to improve their performance.

Question B 10 —where 44.7% of the respondents indicated that they receive feedback on how they are performing against targets.

Question B 19 —where 47.5% of the respondents indicated that they agree together with their immediate managers/supervisors on their performance targets.

Question B 26 —where 35.2% of the respondents indicated that they receive constructive feedback on their performance.

Question B 41 —where 34.2% of the respondents indicated that managers/supervisors talk about performance once a year.

Question B 46 — where 45.4% of the respondents indicated that managers/supervisors are reluctant to be frank with employees.

Question B 51 —where 46.6% of the respondents indicated that two-way communication is encouraged in the Department.

Question B 52 —where 45.8% of the respondents indicated that there is regular direct person-to-person contact between managers/supervisors and employees.

Question B 53 —where 32.8% of the respondents indicated that employees are given an opportunity to participate in decisions that affect them.

Question B 54 —where 32.8% of the respondents indicated that performance appraisals are handled in a professional manner.

In view of the above findings, it would appear that problems exist between the employees and their supervisors. The Department needs to establish what barriers exist in this regard, and implement strategies to correct the situation. As Martin and Whiting (2013:151) state:

“There is no right or wrong in relation to appraisals and how it is established or conducted, but effective schemes and approaches will generally incorporate the following:

- support from top management*
- systems that are open and participative*
- agreement at all levels about the purpose(s) of the scheme”*

As far as the other findings are concerned, 21.6% of the respondents disagreed/strongly disagreed with this statement, while 27.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement,

it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment on this statement. Regarding the 21.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any aspect of the process with them and thus their response in this regard.

There is no doubt that good two-way communication between the employees and their managers/supervisors are essential. This will result in a good working relationship between the parties which will ultimately lead to better service delivery in the Department.

RESULT 57: *Good work brings recognition* (Question B 57).

The results indicate that 53.9% of the respondents agreed/strongly agreed that good work brings recognition. Although not a very high percentage, this finding is not surprising especially when one looks at the findings in question B 7, where 42.2% of the respondents indicated that the managers/supervisors in the Department tell employees when they are doing a good job, question B 37, where 40% of the respondents indicated that in the Department pay and performance are closely related, and question B 45, where 37.6% of the respondents indicated that the employees' compensation is related to the results of the performance appraisals. From the findings it would appear that the aspect of recognition for good work is not that forthcoming in the Department. This is a serious finding as employees who work hard and are not acknowledged for their contribution, can become disgruntled and may decide not to give their full attention to their tasks which will ultimately impact on service delivery. The Department thus needs to make an effort to encourage the managers/supervisors to recognise the good performance of their employees on an on-going basis. For example, announcing the names of those who excel in the Department, in the Departmental monthly newspaper and on the intranet, can be a good start. Lussier (2012:421) states the following in this regard:

"In order to develop an effective recognition programme, managers must be sure to separate it from the company's reward programme. This ensures a focus on recognising the efforts of employees. To this end, although the recognition may have a monetary value (such as a luncheon, gift certificates or plaques), money itself is not given to recognise performance. Effective recognition methods should be sincere, fair and consistent, timely and frequent, flexible, appropriate and specific."

As far as the other findings are concerned, 22% of the respondents disagreed/strongly disagreed with this statement, while 24.1% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and as a result, they are not in position to comment on this statement. Regarding the 22% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss any issue with them and thus their response in this regard.

Employees need to receive recognition for work well done. If this is not forthcoming, then problems will arise in the organisation, for example resulting in low productivity, low morale and high staff turnover.

RESULT 58: A spirit of respect for others exists in our Department (Question B 58).

The results indicate that 46.7% of the respondents agreed/strongly agreed that a spirit of respect for others exists in the Department. This is a very low percentage and needs the intervention of the Department without delay. Lack of respect for colleagues can lead to disharmony among employees, and can impact seriously on service delivery. André (2008:332-333) remarks as follows in this regard:

“Treating employees fairly throughout their employment and fostering the belief that the company is concerned about fair treatment can reduce the probability that terminated employees will later sue the company for being wrongfully fired. Leaders can help by giving employees a voice in decision making and allowing them to give their opinions about organisational outcomes that affect them, even if the organisation does not in the end accept their views.”

As far as the other findings are concerned, 24.5% of the respondents disagreed/strongly disagreed with this statement, while 28.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they are not in a position to comment on this statement objectively. Regarding the 24.5% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed, to the non-committal nature of their managers/supervisors to discuss anything with them, hence their view regarding this statement.

Having respect for others within an organisation is essential if the organisation is to function properly. If this does not happen, serious breakdowns within the functioning of the organisation can occur, leading to poor service delivery to the larger community.

RESULT 59: *Employees take pride in their work* (Question B 59).

The results indicate that 41.2% of the respondents agreed/strongly agreed that employees take pride in their work. This is a very low percentage and a matter of great concern. When employees do not take pride in their work, work of poor quality will be delivered which will impact directly on service delivery. It is therefore of the utmost importance that the Department address this issue as a high priority by determining the underlying reasons for this view. This finding is not surprising especially when taking into consideration the findings in the following questions:

Question B 7 —where 42.2% of the respondents indicated that managers/supervisors in the Department tell employees when they are doing a good job.

Question B 10 —where 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets.

Question B 16 —where 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process.

Question B 19 — where 47.5% of the respondents indicated that employees in the Department agree together on their performance targets with their immediate manager/supervisor.

Question B 24 —where 40.4% of the respondents indicated that employees in the Department have a good understanding of how the appraisal review links to rewards.

Question B 26 —where 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance.

Question B 37 —where 40% of the respondents indicated that in the Department pay and performance are closely related.

Question B 40 —where 29.2% of the respondents indicated that managers/supervisors and employees trust the performance appraisal process.

Question B 44 —where 16.7% of the respondents indicated that performance appraisals are seen as fair by all.

Question B 45 —where 37.6% of the respondents indicated that the employees' compensation is related to the results of the performance appraisals.

Question B 49 —where 49% of the respondents indicated that the employees receive performance feedback at review time.

Question B 53 —where 32.8% of the respondents indicated that people are given an opportunity to participate in decisions that affect them.

Question B 54 —where 32.8% of the respondents indicated that performance appraisals are handled in a professional manner.

Question B 57 — where 53.9% of the respondents indicated that good work brings recognition.

In view of the above findings, the Department needs to take action to improve the views of the employees regarding the pride they take in their jobs. Hodgetts and Hegar (2008:400-401) state as follows in this regard:

“Intangible rewards and recognition are much more powerful motivators than money. A recent nationwide survey sponsored by Katzenbach Partners LLC found ‘that employees — by more than a three to one margin — would rather feel proud of their work than receive a higher salary’. The study found that slightly more than half of the employees strongly agreed or mostly agreed with the following statement: ‘feeling proud of your work is more important than getting a raise’ ”.

As far as the other findings are concerned, 25.8% of the respondents disagreed/strongly disagreed with this statement, while 33% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they are not in a position to comment objectively on this statement. Regarding the 25.8% of the respondents who disagreed/

strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, thus their view regarding this statement.

There is no doubt that for an organisation like the Department of Labour to function efficiently and effectively they need to ensure that the employees take pride in their work. To achieve this goal, numerous issues need to be addressed in the Department some of which were mentioned in this section.

RESULT 60: *Materials necessary to do my job are provided*(Question B 60).

The results indicate that 38.4% of the respondents agreed/strongly agreed that the materials necessary to do the job are provided. This is a very low percentage and a matter of great concern. The Department needs to address this issue without delay. Employees need materials to do their jobs, such as computers, pens, paper and so on. If this is not forthcoming, they will battle to execute their duties properly. As a result, it will impact on service delivery. This finding is not surprising, especially when taking into consideration the findings in question B 3, where only 34.5% of the respondents indicated that regular discussions were held with their managers/supervisors about their personal development, question B 4, where only 43.5% of the respondents indicated that in their last review they were given the chance to say everything they wanted, question B 5, where only 45.4% of the respondents indicated that the managers/supervisors have a good understanding of their jobs, question B 9, where only 41.6% of the respondents indicated that their managers coach them to improve their performance, question B 16, where only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process, question B 28, where only 35.3% of the respondents indicated that the Department focuses on raising personal capability, question B 53, where only 32.8% of the respondents indicated that people are given an opportunity to participate in decisions that affect them, and question B 59, where only 41.2% of the respondents indicated that employees take pride in their work. From the above findings it would appear that there is a serious lack of support over a wide range of areas for the employees from the Department. Only approximately 30% of the employees seem to have the necessary support. As mentioned earlier, this needs to be addressed without delay.

As far as the other findings are concerned, 37.5% of the respondents disagreed/strongly disagreed with this statement, while 24.1% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they cannot comment objectively

on this statement. Regarding the 37.5% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them even in respect of materials needed to do the job, thus their view regarding this statement.

Employees should not struggle to obtain the necessary materials to do their jobs – this is time-consuming and wasteful, and ultimately impacts negatively on the employees, as well as the Department.

RESULT 61: *Employees are proud of their Department*(Question B 61).

The results indicate that 39.2% of the respondents agreed/strongly agreed that the employees are proud of their Department. Again, as was the case with the previous question, this is a very low percentage and worrying. The Department needs to address this issue without delay. Perhaps a number of workshops on the role of the Department, and how employees can make a contribution to its success, will be of help. If employees are not proud of their Department, the quality of their work will be low, as well as their self-image. They will therefore not act in the best interest of the Department. This finding is not surprising, especially when taking into consideration the findings in question B 4 where only 43.5% of the respondents indicated that in their last review, employees were given the chance to say everything they wanted, question B 14, where only 35.1% of the respondents indicated that the measures used to monitor performance were the most appropriate for the role, question B 16, where only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process, question B 24, where only 40.4% of the respondents indicated that employees in the Department have a good understanding of how the appraisal review links to rewards, question B 26, where only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance, question B 40, where only 29.2% of the respondents indicated that managers/supervisors and employees have trust in the performance appraisal process, question B 44, where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all, question B 53, where only 32.8% of the respondents indicated that people are given an opportunity to participate in decisions that affect them, question B 59, where only 41.2% of the respondents indicated that employees take pride in their work, question B 60, where only 38.4% of the respondents indicated that materials necessary to do their jobs are provided. In view of the above, it would appear that many aspects impact on the view the employees have on how they see their Department. As mentioned earlier, this aspect needs to be addressed by the Department without delay.

As far as the other findings are concerned, 26.1% of the respondents disagreed/strongly disagreed with this statement, while 34.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 26.1% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, thus their view regarding this statement.

If employees are not proud of the Department where they work, this can have serious consequences for the Department as well as for the employees. In the Department's case, it can impact on productivity levels and in the case of the employees, it can impact on their stress levels resulting in health related problems.

RESULT62: *My manager/supervisor and I discuss things that I need to do for my career development*(Question B 62).

The results indicate that 31.9% of the respondents agreed/strongly agreed that the employees and their managers/supervisors discuss things that the employees need to do for their career development. This is a very low percentage and an aspect of great concern. Managers/supervisors should together with their employees discuss their career development plans. If this does not happen, the employees will feel uncertain about their career prospects. This can result in disgruntled employees impacting on productivity and service delivery. Thus, the Department needs to attend to this aspect without delay. As Pynes (2013:293-294) state:

“The focus of career development plans is where the organisation is headed and where in the organisation incumbents can find future job opportunities. Employees and supervisors should produce a plan that focuses on employee growth and development. The plan should have measurable objectives and an action plan By comparing employees' skills with the skill requirements of other positions, the employees and supervisors can determine what experience and training might still be needed for advancement or lateral movement. Supervisors should direct employees to relevant training opportunities and where possible, delegate additional tasks and responsibilities to employees so that they may develop new competencies.”

The finding here is not surprising especially when taking into consideration the findings in the following questions:

Question B 3 —where only 34.5% of the respondents indicated that regular discussions are held with their managers/supervisors about their personal development.

Question B 6 —where only 42.8% of the respondents indicated that managers/supervisors in the Department motivate staff to develop and achieve their goals.

Question B 7 —where only 42.2% of the respondents indicated that managers/supervisors in the Department tell employees when they are doing a good job.

Question B 9 —where only 41.6% of the respondents indicated that their managers coach them to improve their performance.

Question B 10 —where only 44.7% of the respondents indicated that the employees in the Department receive feedback on how they are performing against targets.

Question B 19 —where only 47.5% of the respondents indicated that employees in the Department agree together on their performance targets with their immediate managers/supervisors.

Question B 29 —where only 49% of the respondents indicated that the Department has a development programme to improve skills.

Question B 39 —where only 32.2% of the respondents indicated that employees in the Department are matched to jobs that use their skills.

Question B 42 —where 51.7% of the respondents indicated that career planning is seen as separate from performance appraisals in the Department.

Question B 52 —where 45.8% of the respondents indicated that there is regular direct person-to-person contact between managers/supervisors and employees.

Question B 53 — where 32.8% of the respondents indicated that employees are given an opportunity to participate in decisions that affect them.

Thus, from the findings above, it is clear that the relationship between the employee's manager/supervisor, and himself/herself, regarding the aspect of career development is relatively weak. Serious action thus needs to be taken if true change can occur in this regard.

As far as the other findings are concerned, 43.3% of the respondents disagreed/strongly disagreed with this statement, while 24.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with the statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they cannot comment objectively on this statement. Regarding the 43.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them even in respect of their career development, thus their view regarding this statement.

It is important that employees should know where they are going with their careers in an organisation. This also applies to employees within the Department of Labour. Proper consultation between the manager/supervisor and the employee is necessary to design a plan of action to implement in this regard.

**RESULT 63: *My manager/supervisor helps me solve work-related problems*
(Question B 63).**

The results indicate that 56.2% of the respondents agreed/strongly agreed that the managers/supervisors help the employees to solve their work-related problems. Although again not a very high percentage was obtained, this is a positive finding. The finding is not surprising, especially when taking into consideration the findings in question B 8, where 50.6% of the respondents indicated that monitoring standards of performance is a regular management duty in the Department, question B 21, where 51.5% of the respondents indicated that employees in the Department are clear as to how they could improve their performance, question B 23, where 64.3% of the respondents indicated that the employees in the Department have a clear idea of what is expected of them in their roles, question B 26, where 49% of the respondents indicated that the department has a development programme to improve skills and question B 56, where 50.9% of the respondents indicated that the working relationship with managers/supervisors are enjoyable. Thus, although not a high percentage, it would appear that there is a team effort developing in the Department. This development can help to make a contribution to the effective and efficient functioning of the Department and this needs to be pursued further. Mondy and Mondy (2014:206) state as follows in this regard:

“Team building is a conscious effort to develop effective work groups and co-operative skills throughout the organisation. It helps members diagnose group processes and

devise solutions to problems. Effective team building can be the most efficient way to boost morale, employee retention and company profitability.”

As far as the other findings are concerned, 20.7% of the respondents disagreed/strongly disagreed with this statement, while 23.1% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they cannot comment objectively on this statement.

Regarding the 20.7% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them even work-related problems, thus their view regarding this statement.

It is absolutely essential that all managers/supervisors take an interest in their employees. This will not only benefit the organisations but also create a pleasant work environment leading to a better service to all.

RESULT 64: *My manager/supervisor demands that subordinates deliver high quality work* (Question B 64).

The results indicate that 66% of the respondents agreed/strongly agreed that the managers/supervisors demand that the subordinates deliver high quality work. This is a very positive finding. However, it is clear that some work still needs to be done by the Department in this area. Perhaps some posters can be displayed in the Department indicating the importance of high quality work especially regarding the service delivery aspect to the greater community. This finding is not surprising, when one looks at the findings in question B 11, where 52.5% of the respondents indicated that employees in the Department are in no doubt that it is performance that matters, question B 12, where 50.8% of the respondents indicated that poor performance is not tolerated in the Department, question B 20, where 51.5% of the respondents indicated that the employees are clear as to how they can improve their performance, question B 23, where 64.3% of the respondents indicated that the employees have a clear idea of what is expected of them in their roles, and question B 30, where 66.2% of the respondents indicated that the Department insists on high quality work from its employees. Thus, the Department is at present trying to build a culture of high quality performance which is a slow process. However, a number of activities in the Department, as already discussed, are focussed on achieving this goal.

As far as the other findings are concerned, 13% of the respondents disagreed/strongly disagreed with this statement, while 21% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with the managers/supervisors at all, and as a result, they cannot objectively comment on this statement. Regarding the 13% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, even work-related issues such as the importance of high quality work, thus their view in this regard.

The importance of delivering high quality work by the employees cannot be downplayed. The Department cannot realise its strategic goals if it does not have employees who truly deliver. However, such employees also need to be recognised and rewarded, something which appears to be problematic at this stage in the Department when looking at the results for question B 37.

RESULT65: *My performance rating presents an accurate picture of my actual job performance* (Question B 65).

The results indicate that 40.3% of the respondents agreed/strongly agreed that their performance rating presents an accurate picture of their actual job performance. This is a very low percentage indeed, and of great concern. If employees feel that the work they do is not properly recognised, they will also lose interest in their jobs and start to withdraw their input. This will impact directly on the service delivery of the Department. Thus, a serious aspect is highlighted here pertaining to the use of the performance appraisal system within the Department. This needs to be addressed without delay. The finding here is not surprising, especially when looking at the findings in the following questions:

Question B 4 —where only 43.5% of the respondents indicated that employees were given a chance to say everything they wanted in their last review.

Question B 5 —where only 45.4% of the respondents indicated that managers/supervisors have a good understanding of their employees' jobs.

Question B 10 — where only 44.7% of the respondents indicated that employees in the Department receive feedback on how they are performing against targets.

Question B 14 — where only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for the role.

Question B 16 — where only 35.1% of the respondents indicated that the Department provides sufficient time and resources for the performance management process.

Question B 26 — where only 35.2% of the respondents indicated that the employees in the Department receive constructive feedback on their performance.

Question B 39 — where only 32.2% of the respondents indicated that the employees in the Department are matched to jobs that use their skills.

Question B 40 — where only 29.2% of the respondents indicated that the managers/supervisors and employees trust the performance appraisal process.

Question B 43 — where only 42.3% of the respondents indicated that the performance appraisals show employees how they can improve.

Question B 44 — where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all.

Question B 48 —where only 29.7% of the respondents indicated that employees who are mediocre performers are clearly identified.

Question B 53 — where only 32.8% of the respondents indicated that employees are given an opportunity to participate in decisions that affect them.

Question B 54 — where only 32.8% of the respondents indicated that the performance appraisals are handled in a professional manner.

Question B 57 — where only 53.9% of the respondents indicated that good work brings recognition.

Question B 59 — where only 41.2% of the respondents indicated that employees take pride in their work.

Question B 61 — where only 39.2% of the respondents indicated that the employees are proud of their Department.

Thus, from the findings above it would appear that there are problems surrounding the present system of performance appraisal used in the Department. As mentioned earlier, this needs to be addressed as a matter of urgency.

As far as the other findings are concerned, 33.3% of the respondents disagreed/strongly disagreed with this statement, while 26.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they cannot comment on this statement objectively. Regarding the 33.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them such as their performance, thus their view in this regard. There is no doubt that for any performance appraisal system to work, it needs to be seen by all employees as a fair system and one which provides a true reflection of what employees are actually doing. Should this not be the case, it will result in lowly motivated and disgruntled employees impacting negatively on the organisation.

RESULT66: *My manager/supervisor sets clear goals for me in my present job*
(Question B 66).

The results indicate that 48.8% of the respondents agreed/strongly agreed that the managers/supervisors set clear goals for the employees in their present jobs. This finding is somewhat worrying. For the employees to make their workgoals their own, it is important that they jointly set the goals for the jobs with their managers/supervisors. Making it a top-down process only, will not achieve the desired effect. They will lack motivation and passion when executing their duties. This finding is not surprising especially when taking into consideration the findings in question B 31, where 53.1% of the respondents indicated that managers/supervisors in the Department determine the work goals of employees, and question B 53, where only 32.8% of the respondents indicated that the employees are given an opportunity to participate in decisions that affect them. From the earlier findings however, it would appear that the respondents are split on this issue. For example, in question B 19, 47.5% of the respondents indicated that the employees in the Department agree together on their performance targets with their immediate managers/supervisors, question B 51, where 46.6% of the respondents indicated that two-way

communication is encouraged in the Department, question B 52, where 45.8% of the respondents indicated that there is regular direct person-to-person contact between managers/supervisors and employees, question B 56, where 50.9% of the respondents indicated that the working relationships with managers/supervisors are enjoyable, and question B 63, where 56.2% of the respondents indicated that their managers/supervisors help them to solve work-related problems. Thus, some opposite views appear to be taken here by the respondents regarding the setting of work goals in the Department, and as mentioned earlier, this needs to be addressed. As Gomez-Mejia, Balkin and Cardy (2014:74) remark:

“Goals that employees participate in creating for themselves are more motivating than goals that are simply assigned by managers.”

As far as the other findings are concerned, 23.6% of the respondents disagreed/strongly disagreed with this statement, while 27.6% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they cannot comment objectively on this statement. Regarding the 27.6% of the respondents who disagreed/strongly disagreed with this statement, this can perhaps be attributed to the findings indicated earlier in this question regarding the views of the other group of respondents, who have the view that they are more closely involved with their managers/supervisors in this area.

There is no doubt that determining the work goals by the employee as well as the supervisor, can lead to happy, motivated employees, and a more successful organisation.

RESULT67: *My manager/supervisor asks my opinion when a problem related to my work arises*(Question B 67).

The results indicate that 56.6% of the respondents agreed/strongly agreed that the managers/supervisors ask the employees for their opinion when a problem related to their work arises. This is a positive finding. However, as was the case with question B 64 earlier, some work also still needs to be done here. It is important that there is open communication between the employees and their managers/supervisors. This will form a healthy foundation on which to create a relationship of trust between the parties leading ultimately to more highly motivated employees and better productivity. Thus, the Department needs to work harder on this aspect, perhaps by offering managers/supervisors workshops on how to get involved with problem-solving issues in the workplace.

As far as the other findings are concerned, 21.8% of the respondents disagreed/strongly disagreed with this statement, while 21.6% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they cannot objectively comment on this statement. Regarding the 21.8% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, thus their view in this regard.

Having an open relationship between the managers/supervisors and the employees is important if the Department wants to move ahead. By interacting with one another, and discussing work-related problems, can only benefit the Department, as well as the employee.

RESULT 68: *My performance appraisal takes into account the most important parts of my job* (Question B 68).

The results indicate that 47.7% of the respondents agreed/strongly agreed that the performance appraisal takes into account the most important parts of the employee's job. This is again a very low percentage and the Department needs to look at how the performance appraisal system is at present being applied within the Department. The performance appraisal system plays a central role in the total performance management process as mentioned earlier in chapter 2 and if the application of the system is not producing what it is intended to, the issues in this regard need to be addressed and corrected. If this is not done as soon as possible, the whole system will end in failure. This finding is not surprising, especially when taking into consideration the findings in question B 13, where only 29.5% of the respondents indicated that the performance management system in the Department focuses on career development, question B 14, where only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for the role, question B 26, where only 35.2% of the respondents indicated that employees in the Department receive constructive feedback on their performance, question B 39, where only 32.2% of the respondents indicated that the employees in the Department are matched to jobs that use their skills, question B 40, where only 29.2% of the respondents indicated that the managers/supervisors and employees trust the performance appraisal process, question B 43, where only 42.3% of the respondents indicated that the performance appraisals show employees how they can improve, question B 44, where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all, question B 54, where only 32.8% of the respondents indicated that the performance appraisals are handled in a professional manner, and question B 65, where

only 40.3% of the respondents indicated that their performance rating presents an accurate picture of their actual job performance. From the foregoing findings it is clear that there are problems with the implementation of the present performance appraisal system within the workplace. This, as mentioned earlier, needs to be addressed by the Department without delay.

As far as the other findings are concerned, 22.1% of the respondents disagreed/strongly disagreed with this statement, while 30.2% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they cannot comment objectively on this statement. Regarding the 22.1% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, and in this instance, what the performance appraisal actually addresses regarding the job as a whole, thus their view in this regard.

When designing a performance appraisal system, it is important to firstly identify the purpose of the system being designed, and secondly, that the design of the system actively addresses these goals. Should this not happen the total system will be a failure.

RESULT69: *I do not have enough training to do my job well*(Question B 69).

The results indicate that 32% of the respondents agreed/strongly agreed that employees do not get enough training to do their jobs well. This is a relatively small percentage of respondents. Thus it would appear that the remainder of the staff are satisfied with the training they are receiving at present to perform their jobs. This finding is not surprising especially when taking into consideration the findings in question B 29, where 49% of the respondents indicated that the Department has a development programme to improve skills, question B 35, where 64.2% of the respondents indicated that job descriptions in the Department state the outcomes expected, question B 63, where 56% of the respondents indicated that their managers/supervisors help them to solve their work-related problems, perhaps this includes training. As Colquitt, Lepine and Wesson (2013:258) state:

“How can organisations improve learning in an effort to boost employee expertise and ultimately improve decision-making? One approach is to rely on training which represents a systematic effort by organisations to facilitate the learning of job-related knowledge and behaviour.”

As far as the other findings are concerned, 43% of the respondents disagreed/strongly disagreed with this statement, while 25% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result they cannot objectively comment on this statement. Regarding the 43% of the respondents who disagreed/strongly disagreed with this statement, this is in line with the findings as discussed earlier, namely that these employees are of the opinion that they do receive enough training to do their jobs well.

There is no doubt that training plays an important role in developing employees. If the employees do not receive sufficient training they will not be able to function properly which will ultimately impact on service delivery. Although only 32% of the employees felt that they needed more training, the Department will have to investigate this aspect further and remove any barriers which might exist in this regard.

RESULT70: *The work I do on my job is meaningful to me* (Question B 70).

The results indicate that 72.3% of the respondents agreed/strongly agreed that the work employees do on their jobs is meaningful to them. This is a very positive finding. It is important that employees feel that the work they do is of value to them. If this is not the case, employees will see no meaning in what they do and their motivation will diminish. This will impact negatively on the Department, and also have dire consequences for service delivery. This finding is not surprising, especially when taking into consideration the findings in the following questions:

Question B 2 — where 50.8% of the respondents indicated that the Department's needs and priorities are well communicated through the performance management process.

Question B 20 — where 53.4% of the respondents indicated that the employees in the Department are clear as to how their role links to the Department's plans.

Question B 23 — where 64.3% of the respondents indicated that employees in the Department have a clear idea of what is expected of them in their roles.

Question B 35 — where 64.2% of the respondents indicated that the job descriptions in the Department state the outcomes expected.

Question B 59 — where 41.2% of the respondents indicated that employees take pride in their work.

Question B 67 — where 56.6% of the respondents indicated that their managers/supervisors ask the opinion of their employees when a problem related to their work arises.

Thus, from the findings above it is clear that the employees find the jobs they do meaningful. As far as the other findings are concerned, 12.3% of the respondents disagreed/strongly disagreed with the statement, while 15.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all, and as a result, they cannot comment objectively on this statement. Regarding the 12.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them and in this case where and how their jobs fit into the larger picture, thus their view regarding this statement.

There is no doubt that employees need to see the bigger picture of where their jobs fit into the organisation. This will give them meaning and structure, and consequently, lead to happy and motivated employees.

RESULT 71: *I have too much work to do and cannot do everything well*(Question B 71).

The results indicate that 34.1% of the respondents agreed/strongly agreed that the employees have too much work to do and cannot do everything well. Although this is only a very small percentage of the employees, it is important that the Department establish what the underlying reasons for this situation are. Too much work can lead to stress, which will ultimately lead to unhealthy employees. This normally results in absenteeism which will impact on service delivery. The findings here are somewhat contradictory when looking at the findings in the following questions:

Question B 5 — where 45.4% of the respondents indicated that managers/supervisors in the Department have a good understanding of their employees' jobs.

Question B 8 — where 50.6% of the respondents indicated that monitoring standards of performance is a regular management duty in the Department.

Question B 10 — where 44.7% of the respondents indicated that the employees in the Department receive feedback on how they are performing against targets.

Question B 21 — where 51.5% of the respondents indicated that employees in the department are clear as to how they can improve their performance.

Question B 23 — where 64.3% of the respondents indicated that the employees in the Department have a clear idea of what is expected of them in their roles.

Question B 35 — where 64.2% of the respondents indicated that the job descriptions in the Department state the outcomes expected.

Question B 63 — where 56.2% of the respondents indicated that their managers/supervisors help them to solve work-related problems.

Question B 67 —where 56.6% of the respondents indicated that their managers/supervisors ask their opinion when a problem related to their work arises.

Thus, from the findings it is clear that only a relatively small group of employees have too much work to do, and as a result cannot do everything well. As stated earlier, the Department needs to investigate the reasons for this occurrence.

As far as the other findings are concerned, 37.4% of the respondents disagreed/strongly disagreed with this statement, while 28.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 37.4% of the respondents who disagreed/strongly disagreed with this statement, this is in line with the findings as discussed earlier, namely that these employees are of the opinion that their workload is acceptable and that they can cope with their jobs.

As indicated earlier, to do too much work can impact on the employees' health resulting in absenteeism due to health related problems. Thus, this situation must be avoided at all costs if the Department is to render a good service to its citizens.

RESULT 72: *I have all the skills I need in order to do my job* (Question B 72).

The results indicate that 58.4% of the respondents agreed/strongly agreed that the employees have all the skills they need in order to do their jobs. Although a positive finding, there is still room for improvement, and the Department needs to investigate any barriers in this regard, and devise strategies to overcome them. This finding is not surprising, when one looks at the findings in question B 5, where 45.4% of the respondents indicated that the managers/supervisors in the Department, have a good understanding of their employees' jobs, question B 8, where 50.6% of the respondents indicated that monitoring standards of performance is a regular management duty in the Department, question B 9, where 41.6% of the respondents indicated that their managers coach them to improve their performance, question B 23, where 64.3% of the respondents indicated that employees in the Department have a clear idea of what is expected of them in their roles, question B 29, where 49% of the respondents indicated that the Department has a development programme to improve skills, question B 69, where 43% of the respondents indicated that they have enough training to do their jobs well. Thus, it would appear that although some problems do exist, the majority of the respondents do feel that they have all the skills they need to do their jobs well.

As far as the other findings are concerned, 22.3% of the respondents disagreed/strongly disagreed with this statement, while 19.3% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or no interaction with their managers/supervisors at all and as a result they cannot comment objectively on this statement. Regarding the 22.3% of the respondents who disagreed/strongly disagreed with this statement, this finding correlates with the finding in question B 69, where 32% of the respondents indicated that they do not have enough training to do their jobs well. Thus, this must be the same group of employees, and thus their view in this regard.

There is no doubt that to function effectively and efficiently in their jobs, employees need proper training to obtain the necessary skills needed. If this does not happen, the employees will not be able to function optimally.

RESULT 73: *My job is challenging* (Question B 73).

The results indicate that 65.6% of the respondents agreed/strongly agreed that the employees see their jobs as challenging. This is a positive finding. However, it is clear that some work still needs to be done by the Department in this regard. If the job descriptions mentioned earlier, are well

designed, the jobs of the employees should be challenging. Perhaps the Department should take a relook at the existing job descriptions, and if need be, make the necessary adjustments.

According to Hackman and Oldham, as quoted by Mathis and Jackson (2011:118-119), there are five important design characteristics which need to be taken into consideration when designing jobs, these include, as quoted by the authors, the following:

- “- **Skill variety** -the extent to which the work requires several different activities for successful completion.
- **Task identity**- the extent to which the job includes a ‘whole’ identifiable unit of work that is carried out from start to finish and that results in a visible outcome.
- **Task significance** - the impact the job has on other people.
- **Autonomy** - the extent of individual freedom and discretion in the work and its scheduling.
- **Feedback** - the amount of information employees receive about how well or how poorly they have performed.”

Thus, by taking these components into consideration, the jobs of employees should be challenging.

As far as the other findings are concerned, 15.6% of the respondents disagreed/strongly disagreed with this statement, while 18.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 15.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work with them, thus their view in this regard.

There is no doubt that the proper design of jobs can provide the employees with interesting and challenging work. However, as changes take place within the Department, the revision of the job descriptions will be a necessary and on-going process.

RESULT 74: *I feel that I am making a contribution to the overall objectives of my Department* (Question B 74).

The results indicate that 76.7% of the respondents agreed/strongly agreed that the employees feel that they are making a contribution to the overall objectives of the Department. This is a very positive finding and can have a positive impact on service delivery. This finding is not surprising, especially when taking into consideration the findings in the following questions:

Question B 2 — where 50.8% of the respondents indicated that the Department's needs and priorities are well communicated through the performance management process.

Question B 6 — where 42.8% of the respondents indicated that managers/supervisors motivate the staff to develop and achieve their goals.

Question B 10 — where 44.7% of the respondents indicated that the employees receive feedback on how they are performing against targets.

Question B 20 — where 53.4% of the respondents indicated that the employees are clear as to how their role links to the Department's plans.

Question B 22 — where 52.9% of the respondents indicated that the employees are held fully accountable for the end results they produce or fail to produce.

Question B 23 — where 64.3% of the respondents indicated that the employees have a clear idea of what is expected of them in their roles.

Question B 63 — where 56.2% of the respondents indicated that their managers/supervisors help them solve work-related problems.

Question B 67 — where 56.6% of the respondents indicated that their managers/supervisors ask their opinion when a problem related to their work arises.

Question B73 — where 65.6% of the respondents indicated that their jobs are seen as challenging.

There is no doubt that when employees see the contribution they make to the overall objectives of the Department, this will result in higher productivity and more motivated employees.

As far as the other findings are concerned, 8.9% of the respondents disagreed/strongly disagreed with this statement, while 14.4% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 8.9% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work with them, thus their view in this regard.

It is very important that employees see themselves as part of the Department. They will then continue to act in the best interest of the Department and play an important role in motivating their colleagues as well as other staff members to the advantage of the stakeholders.

RESULT 75: *It always seems as if I have too much to do*(Question B 75).

The results indicate that 43.1% of the respondents agreed/strongly agreed that it would seem that the employees always have too much to do. This question is closely related to question B 71 where 34.1% of the respondents indicated that the employees have too much work to do and cannot do everything well. As was the case with question B 71, the findings here again indicate that only a small percentage of staff share this view. Despite this small group of employees, it is important that the Department investigate the underlying reasons for this viewpoint and take steps to correct the problems. If this does not happen, then as mentioned in question B 71, stress may occur resulting in health problems for the employees and ultimately absenteeism. As far as the other findings are concerned, 27.1% of the respondents disagreed/strongly disagreed with this statement, while 29.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 27.1% of the respondents who disagreed/strongly disagreed with this statement, this is in line with the findings in question B 71, namely that these employees are of the opinion that their workload is acceptable and that they can cope with their jobs.

Thus, too much work can cause stress, resulting in absenteeism and a drop in productivity. The Department needs to avoid this type of situation at all costs, as it can spread to other sections of the Department.

RESULT 76: *I will be promoted or given a better job if I perform especially well*
(Question B 76).

The results indicate that 26.6% of the respondents agreed/strongly agreed that the employees will be promoted or given a better job if they perform especially well. This positive view is shared by a very small percentage of the employees. The finding is very serious indeed and indicates a great mistrust in the performance management system within the Department. Thus, drastic action needs to be taken by the Department to correct this perception as soon as possible. This finding is not surprising, especially when taking the findings in the following questions into consideration:

Question B 33 — where 56.9% of the respondents indicated that the performance appraisals in the department help some employees more than others.

Question B 36 — where 56.3% of the respondents indicated that the performance appraisals in the Department focus on numbers, not on growth.

Question B 40 — where only 29.2% of the respondents indicated that the managers/supervisors and employees trust the performance appraisal process.

Question B 44 — where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all.

Question B 47 — where 47.4% of the respondents indicated that promotions are based on who you know, not what you know.

Question B 50 — where 33.8% of the respondents indicated that mediocre performers in the Department are often rated high.

Question B 57 — where 53.9% of the respondents indicated that good work brings recognition.

Thus, from the above findings it is clear that the employees in the Department do not particularly have trust in the performance appraisal process within the Department. This can lead to disgruntled employees as well as employees with low morale. As indicated earlier, the Department must address this issue without delay.

As far as the other findings are concerned, 44.6% of the respondents disagreed/strongly disagreed with this statement, while 28.8% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or

interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 44.6% of the respondents who disagreed/strongly disagreed with this statement, this is in line with the findings discussed earlier in this section, namely that these employees are of the opinion that the performance appraisal system has serious shortcomings, and thus their view in this regard.

As stated before, if the performance appraisal system does not instil confidence within the employees, it has serious problems. Employees need to be treated in a fair and equitable manner, and when this does not happen, the Department will suffer with low productivity, morale, and also problems with the work ethics.

RESULT 77: *My job gives me the opportunity to use my own initiative*(Question B 77).

The results indicate that 61.6% of the respondents agreed/strongly agreed that the jobs of the employees give them the opportunity to use their initiative. This is a very positive finding. It indicates that the Department has placed trust in its employees to use their own initiative when required. Regarding the aspect of trust, Quick and Nelson (2011:396) state as follows:

“Effective leaders understand both who to trust and how to trust. At one extreme leaders often trust a close circle of advisors, listening only to them and gradually cutting themselves off from dissenting opinions. At the opposite extreme, lone-wolf leaders may trust nobody leading to preventable mistakes. Wise leaders however, carefully evaluate both the competence and the position of those they trust, seeking out a variety of opinions and input.”

The finding here is not surprising, especially when taking the findings in the following questions into consideration:

Question B 6 — where 42.8% of the respondents indicated that the managers/supervisors motivate the staff to develop and achieve their goals.

Question B 22 — where 52.9% of the respondents indicated that the employees in the Department are held fully accountable for the end results they produce or fail to produce.

Question B 23 — where 64.3% of the respondents indicated that the employees in the Department have a clear idea of what is expected of them in their roles.

Question B 70 — where 72.3% of the respondents indicated that the work employees do on their jobs is meaningful to them.

Question B 73 — where 65.6% of the respondents indicated that their jobs were challenging.

Question B 74 — where 76.7% of the respondents indicated that the employees feel that they are making a contribution to the overall objectives of the Department.

From the above findings it is clear that the employees are given the opportunity to use their own initiative in their jobs. This is very important as it empowers them to make important decisions within their own work environment.

As far as the other findings are concerned, 17.2% of the respondents disagreed/strongly disagreed with this statement, while 21.2% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 17.2% of the respondents who disagreed/strongly disagreed with this statement this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything with them, and thus their view regarding this issue.

Thus providing employees with the skills and authority to make decisions that traditionally are made by managers/supervisors creates trust amongst the employees and also builds a strong relationship within an organisation to the advantage of all stakeholders concerned.

RESULT78: *The Department ensures that policies and procedures are easy to understand (Question B 78).*

The results indicate that 55.8% of the respondents agreed/strongly agreed that the Department ensures that policies and procedures are easy to understand. Although the percentage of respondents sharing this view is still relatively small, this is a positive finding. It is important that the Department investigates the reason for this low percentage and eliminates any barriers which might exist in this regard. Without proper policies and procedures being freely available and easy to understand, the employees will not be able to operate efficiently and effectively. This finding is not surprising especially when taking into consideration the findings in the following questions:

Question B 2 — where 50.8% of the respondents indicated that the Department's needs and priorities are well communicated through the performance management process.

Question B 11 — where 52.5% of the respondents indicated that the employees in the Department are in no doubt that it is performance that matters.

Question B 12 — where 50.8% of the respondents indicated that poor performance is not tolerated in the Department.

Question B 20 — where 53.4% of the respondents indicated that the employees in the Department are clear as to how their role links to the Department's plans.

Question B 21 — where 51.5% of the respondents indicated that the employees in the Department are clear as to how they could improve their performance.

Question B 23 — where 64.3% of the respondents indicated that the employees in the Department have a clear idea of what is expected of them in their roles.

Question B 25 — where 57% of the respondents indicated that the employees in the Department know how their performance is measured.

Question B 35 — where 64.2% of the respondents indicated that job descriptions in the Department state the outcomes expected.

Question B 57 — where 53.9% of the respondents indicated that good work brings recognition.

Question B 77 — where 61.6% of the respondents indicated that their jobs give them the opportunity to use their own initiative.

Thus, from the findings above, it is clear that the policies and procedures in the Department are easy to understand.

As far as the other findings are concerned, 17.6% of the respondents disagreed/strongly disagreed with this statement, while 26.6% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement,

it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 17.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work and in this case the policies and procedures used in the Department, thus their view in this regard.

Having clear policies and procedures in the Department that are easy to understand is very important. It will help the employees to execute their daily duties efficiently and effectively without running into problems.

RESULT 79: *Information about the Department's policies, practices and procedures is easily available*(Question B 79).

The results indicate that 70% of the respondents agreed/strongly agreed that information about the Department's policies, practices and procedures is easily available. This is a very positive finding and will also impact positively on the employees and their motivation, which will ultimately benefit the Department as well as other stakeholders. This question is closely related to the previous question, question B 78.

As far as the other findings are concerned, 9.1% of the respondents disagreed/strongly disagreed with this statement, while 20.9% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 9.1% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, in this instance, the availability of policies, practices and procedures in the Department, thus their view in this regard.

Having clear policies, procedures, and practices are important. However, not being able to access them easily can be problematic. If policies, practices and procedures are to be implemented by all within the Department it is vital that access to them are easy and without any problems.

RESULT 80: *Employees in the Department are rewarded according to their job performance* (Question B 80).

The results indicate that 35.7% of the respondents agreed/strongly agreed that the employees in the Department are rewarded according to their job performance. This is a very low percentage and of great concern. The Department needs to investigate this aspect without delay, as it can have a negative impact on the employees, and affect service delivery seriously. Mondy and Mondy (2014:258) state as follows in this regard:

“The objective of performance-based pay is to improve productivity by rewarding those who best assist in achieving this goal. It is based on the assumption that given the proper incentives, most employees will work harder and smarter An effective performance appraisal programme is a prerequisite for any pay system tied to performance. Using this approach, workers would need to first have a clear understanding of what goals the organisation wanted them to achieve. Then, based on the result of the performance appraisal, rewards would be forthcoming.”

This finding is not surprising, especially when taking into consideration the findings in the following questions:

Question B 14 — where only 35.1% of the respondents indicated that the measures used to monitor performance are the most appropriate for the role.

Question B 24 — where 40.4% of the respondents indicated that the employees in the Department have a good understanding of how the appraisal review links to rewards.

Question B 37 — where 40% of the respondents indicated that in the Department pay and performance are closely linked.

Question B 40 — where only 29.2% of the respondents indicated that managers/supervisors, and employees, trust the performance appraisal process.

Question B 44 — where only 16.7% of the respondents indicated that the performance appraisals are seen as fair by all.

Question B 45 — where only 37.6% of the respondents indicated that the employees' compensation is related to the results of the performance appraisals.

Question B 54 — where only 32.8% of the respondents indicated that the performance appraisals are handled in a professional manner.

Question B 65 — where 40.3% of the respondents indicated that the employees' performance rating presents an accurate picture of their actual job performance.

Thus, from the findings above it is clear that the employees feel that they are not completely rewarded according to their performance. This perception of the employees can impact negatively on the Department, and as stated earlier, needs to be addressed without delay.

As far as the other findings are concerned, 37.8% of the respondents disagreed/strongly disagreed with this statement, while 26.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 37.8% of the respondents who disagreed/strongly disagreed with this statement, this is in line with the findings discussed earlier in this section, namely that the employees are of the opinion that there are problems with the accuracy of the performance appraisal system used and that the employees, as a result of this, cannot be rewarded fairly according to their performance.

There is no doubt that a performance appraisal system can only be effective if it is seen as fair and accurate by all employees. If this is not the case, it will impact negatively on the employees and the Department.

RESULT81: *Employees in the Department generally trust one another and offer support* (Question B 81).

The results indicate that 32.2% of the respondents agreed/strongly agreed that the employees in the Department generally trust one another and offer support. This is a very small percentage of the employees and of great concern indeed. The lack of trust among employees can lead to various problems within the Department such as a lack of co-ordination, low productivity, poor service delivery, no team spirit and higher levels of frustration and stress. It is therefore important that the Department investigate the matter urgently. Perhaps some workshops on team-building will be of some help as well. This finding is also very interesting. When looking at the findings for questions B 55 and B 56, it would appear that reasonably good working relationships exist with co-workers (64.1% of the respondents), and that the working relationship with supervisors, are also

most enjoyable (50.9% of the respondents). However, despite this positive view regarding these two issues, it would appear that this cannot be found when it comes to the aspect of trust between the employees.

Regarding the issue of trust, André (2008:17) remarks:

“Trust is not a commodity or a belief. Rather, it is one characteristic of effective interpersonal processes. Thus, trust can be created, and it can be restored. Developing trust between individuals requires that both of them take responsibility for developing a variety of effective interpersonal practices, including relational and emotional skills.”

Thus, trust is needed to create a healthy working relationship between employees. If this is not forthcoming, the functioning between individuals, sections and departments, will be difficult if not impossible.

As far as the other findings are concerned, 36.3% of the respondents disagreed/strongly disagreed with this statement, while 31.5% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all and as a result, cannot comment objectively on this statement. Regarding the 36.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case, even the aspect of trust, thus their view in this regard.

It would therefore appear that although the working relationships with co-workers and supervisors are enjoyable, the employees generally do not trust one another, and are also not easily forthcoming with support. This, as indicted earlier, is problematic and needs to be addressed without delay.

RESULT82: *Employees in the Department treat one another with dignity and respect* (Question B 82).

The results indicate that 39.9% of the respondents agreed/strongly agreed that the employees in the Department treat one another with dignity and respect. As was the case in the previous question with trust (question B 81), the percentage of employees holding this view is again very low, and a matter of great concern. Having this type of climate in the Department can lead to

numerous problems such as poor service delivery, continuous disagreements among staff and also high levels of stress and complaints. The Department needs to investigate this urgently to establish the underlying reasons for this behaviour within the Department. Perhaps the Department should also hold a number of workshops addressing these issues as soon as possible. This finding is not surprising, especially when taking into consideration the findings in question B 58, where only 46.7% of the respondents indicated that a spirit of respect for others exist in the Department. As this statement was not very clear, this could have referred to the general public as a whole, and not necessary only within the Department itself.

As far as other findings are concerned, 27.2% of the respondents disagreed/strongly disagreed with this statement, while 32.9% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result cannot comment objectively on this statement. Regarding the 27.2% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case, even the aspect of dignity and respect, thus their view in this regard.

If organisations and also the Department want to function in harmony, there needs to be dignity and respect for each other amongst the employees. If this is not forthcoming, serious relationship issues will exist to the detriment of both the Department, as well as the employees.

RESULT83: *I am satisfied with my opportunity for growth and development* (Question B 83).

The results indicate that 42.3% of the respondents agreed/strongly agreed that the employees are satisfied with their opportunities for growth and development. This is a very low percentage and of great concern. There is no doubt that opportunities for growth and development impacts positively on staff retention. Employees will feel that they can move ahead, and not stagnate. Also, their development, which should go hand-in-hand with the employees' growth, is important in terms of motivation and job satisfaction. It is suggested that the Department should develop a proper career management programme for its employees, should it be lacking at present, or if such a programme does exist, to determine the reasons why it is not working satisfactorily. Mondy and Mondy (2014:29) remark as follows in this regard:

“Training is designed to provide learners with the knowledge and skills needed for their present jobs, while development involves learning that goes beyond today’s job, and

has a more long-term focus. On the other hand, career development, is a formal approach used by the organisation to ensure that people with proper qualifications and experiences, are available when needed.”

This finding is not surprising, especially when taking into consideration the findings in the following questions:

Question B 3 — where only 34.5% of the respondents indicated that regular discussions are held with their managers/supervisors about their personal development.

Question B 29 — where 49% of the respondents indicated that the Department has a development programme to improve skills.

Question B 62 — where only 31.9% of the respondents indicated that they discuss things they need to do for their career development with their managers/supervisors.

Question B 69 — where 32% of the respondents indicated that they did not have enough training to do their jobs well.

From the above findings it would appear that the managers/supervisors are not too concerned about their employees' growth and development, and these attitudes will have to be addressed as mentioned earlier, if any progress is to be made in this regard.

As far as the other findings are concerned, 32.5% of the respondents disagreed/strongly disagreed with this statement, while 25.2% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 32.5% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case, even the aspect of their growth and development, thus their view in this regard.

Growth and development form an integral part of all employees' well-being, and thus needs to receive the appropriate attention. It would appear that this commitment is lacking within the Department at this stage.

RESULT84: *I believe that my career aspirations can be achieved in the Department* (Question B 84).

The results indicate that 44.7% of the respondents agreed/strongly agreed that the employees can achieve their career aspirations in the Department. This is a very low percentage of employees, and is a matter of great concern. This finding is not surprising as this question is closely related to the previous question (question B84), where a similar result was obtained. It is clear that the Department needs to create the opportunity for the staff to grow and realise their career aspirations. If this can be achieved, it will impact greatly on service delivery.

As far as the other findings are concerned, 26.6% of the respondents disagreed/strongly disagreed with this statement, while 28.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 26.6% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case even the aspect of the employees' career aspirations, thus their view in this regard.

Thus, addressing the career aspirations of the employees will not only be to the advantage of the employees, but also to the Department resulting in happy, motivated employees, and improved service delivery.

RESULT 85: *I am clear about what I need to do and how my job performance will be evaluated* (Question B 85).

The results indicate that 62.4% of the respondents agreed/strongly agreed that the employees are clear about what they need to do and how their job performance will be evaluated. Although this is a positive finding, the Department still has to do a lot to improve the percentage of employees to a more acceptable level. Perhaps the use of posters, indicating the role of the performance appraisals, and the overall goals of the Department, can be considered. This finding is not surprising, especially when taking into consideration the findings in the following questions:

Question B 2 — where 50.8% of the respondents indicated that the department's needs and priorities are well communicated through the performance management process.

Question B 10 — where 44.7% of the respondents indicated that the employees in the Department receive feedback on how they are performing against targets.

Question B 11 — where 52.5% of the respondents indicated that the employees are in no doubt that it is performance that matters.

Question B 19 — where 47.5% of the respondents indicated that the employees, together with their managers/supervisors agree on their performance targets.

Question B 23 — where 64.3% of the respondents indicated that the employees have a clear idea of what is expected of them in their roles.

Question B 35 — where 56.3% of the respondents indicated that the job descriptions in the Department state the outcomes expected.

Question B 79 — where 70% of the respondents indicated that information about the Department's policies, practices and procedures is easily available.

Thus, from the findings above, the employees are clear about what they need to do, and how their performance will be evaluated.

As far as the other findings are concerned, 15.3% of the respondents disagreed/strongly disagreed with this statement, while 22.3% of the respondents neither agreed nor disagreed with this statement. For this last group of employees, who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 15.3% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work in this case regarding what they need to do and how their performance will be evaluated, thus their view in this regard.

Knowing what is expected within one's job is important, as it can impact on service delivery. Also how the performance will be evaluated, is just as important, as it will help the individual to focus more on specific aspects while performing the job.

RESULT 86: *I have adequate knowledge of the Department's vision, mission, values and objectives*(Question B 86).

The results indicate that 83.6% of the respondents agreed/strongly agreed that the employees have adequate knowledge of the Department's vision, mission, values and objectives. Such a high percentage obtained, is a very positive finding. Thus, the employees in the Department have no doubt in which direction the Department is moving. This finding is not surprising, especially when taking into consideration the findings in question B 2, where 50.8% of the respondents indicated that the Department's needs and priorities are well communicated through the performance management process.

As far as the other findings are concerned, 4.5% of the respondents disagreed/strongly disagreed with this statement, while 11.9% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all and as a result, cannot comment objectively on this statement. Regarding the 4.5% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case, the Department's vision, mission, values and objectives, thus their view in this regard.

It is important for the employees to know what the future goals, values and objectives of the Department are, it will help them to stay focussed when executing their duties.

RESULT 87: *I can see a clear link between my work and the Department's objectives* (Question B 87).

The results indicate that 73.1% of the respondents agreed/strongly agreed that the employees can see a clear link between their work and the Department's objectives. This is a very positive finding. This question is closely related to the previous question (question B 86). For employees to be motivated and achieve high levels of productivity it is absolutely essential that they see the connection between their work and the objectives of the Department. This finding is not surprising, especially when taking into consideration the findings in question B 20, where 53.4% of the respondents indicated that the employees in the Department are clear as to how their role links to the Department's plans.

As far as the other findings are concerned, 7.2% of the respondents disagreed/strongly disagreed with this statement, while 19.7% of the respondents neither agreed nor disagreed with this statement. For this last group of employees who neither agreed nor disagreed with this statement, it might again be an indication that this group of employees either have very little contact or interaction with their managers/supervisors at all, and as a result, cannot comment objectively on this statement. Regarding the 7.2% of the respondents who disagreed/strongly disagreed with this statement, this can again be attributed to the non-committal nature of their managers/supervisors to discuss anything relating to their work, and in this case, the link between the employees' work and the Department's objectives, thus their view in this regard.

It is important that the employees know that the work which they perform, make a contribution to the Department's objectives. Should this not be the case, it will lead to demotivated employees, leading ultimately to lower productivity levels and a negative impact on service delivery and this must be avoided at all costs.

5.3.1 DIFFERENCES BETWEEN THE RESPONSES OF THE DEPARTMENT OF LABOUR'S EMPLOYEES FROM THE THREE PROVINCES WITH REGARD TO THEIR PERCEPTION OF CURRENT PERFORMANCE MANAGEMENT PRACTICES

The Kruskal-Wallis test was used to test for statistical significant differences between the employees from the three different Provinces, defined in table 5.1 below, with regard to the employees' perception on performance management practices within the Department of Labour.

TABLE 5.1: Codes for province grouping.

<i>Province name</i>	<i>Group number</i>
Gauteng	1
Mpumalanga	2
Limpopo	3

The Kruskal-Wallis test is a non-parametric method used to compare the medians of three or more independent samples.

The results of the Kruskal-Wallis tests are tabled below. Only statistically significant statements, at the 5 percent level of significance, are shown.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
The Department's needs and priorities are well communicated through the performance management process. (Question B 2).	0.001	164.87 210.70 197.14	It is evident that the Mpumalanga-respondents agreed with this statement the most, followed closely by the Limpopo respondents. Employees in these two provinces are satisfied that the Departmental priorities and needs are well communicated to them. The Gauteng province however, obtained the lowest mean rank. They therefore tend to disagree with the statement. Effective communication assists employees to know what is expected of them – in this instance, the Departments' needs and priorities. This appears to be a problem in the Gauteng province which can impact on the employees' productivity.
Regular discussions are held with my manager/supervisor about my personal development. (Question B 3).	0.007	175.85 216.97 175.64	Mpumalanga obtained a high mean rank which means that the employees here agreed the most with this statement. This was however not the case with the Limpopo and Gauteng provinces, which means that the employees in these provinces agree far less with it is statement. One of the building blocks in a learning organisation is the development of an organisation's employees. This can take place effectively only if regular discussions are held with the employees' manager/supervisor. If this is not forthcoming, it will impact seriously on the organisation.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
Managers/Supervisors in the Department have a good understanding of their employees' jobs (Question B 5) .	0.009	167.60 209.71 186.24	It is evident that the Mpumalanga respondents obtained the highest mean rank of the three provinces. They are followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank – the employees here therefore tend to disagree the most with this statement. It is absolutely essential that the managers/supervisors have a good understanding of their employees' jobs. If they do not, they will not be able to advise them properly on their career planning prospects nor any other aspect of their job.
Managers/Supervisors in this Department motivate staff to develop and achieve their goals (Question B 6) .	0.005	166.86 212.03 184.11	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the respondents here tend to disagree with this statement. It is important that managers/ supervisors motivate their staff to achieve their goals. If this does not happen, the organisation will struggle to survive.
Managers/Supervisors in the Department tell employees when they are doing a good job (Question B 7) .	0.006	178.52 214.99 168.27	The Mpumalanga province obtained the highest mean rank followed by the Gauteng province. The Limpopo province obtained the lowest mean rank and the respondents here therefore tend to disagree the most with this statement. It is vital that employees are recognised for their good work. It will have a major impact on the organisation's employees and their subsequent productivity.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

Item	p-Value	Mean ranks (values for group 1 on top to group 3 at the bottom)	Interpretation
Monitoring standards of performance is a regular management duty in the Department. (Question B 8).	0.000	173.16 227.03 170.79	It is evident that the Mpumalanga province obtained a high mean rank, thus the employees in this province agree the most with the statement. The Gauteng and Limpopo provinces obtained lower, but similar, mean ranks, meaning that their employees tend to disagree with this statement. It is essential that the standard of performance is regularly monitored. This will enable both the employees and the employer to identify problems earlier which could then be rectified as soon as possible.
My manager coaches me to improve my performance. (Question B 9).	0.017	174.05 214.28 184.68	It is evident that the Mpumalanga province obtained a high mean rank. Thus, the employees in this province once again agreed the most with this statement, followed by the employees in the Limpopo province. The Gauteng province obtained the lowest mean rank. The employees here therefore tend to disagree the most with this statement. Coaching is a very important training intervention in organisations today. If properly done, it can improve the employees' productivity to the advantage of the organisation.
Poor performance is not tolerated in this Department. (Question B 12).	0.008	175.65 213.34 169.59	The Mpumalanga province obtained a high mean rank, and the employees here agree the most with this statement, followed by the Gauteng province, while the Limpopo province obtained the lowest mean rank and therefore the employees here tend to disagree with the statement. It is important that employees know exactly what behaviour is expected of them and what is not allowed in the Department. It would appear that as far as poor performance is concerned in the Limpopo province, this message has not yet been conveyed to the employees there.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
The measures used to monitor performance in the Department are clearly linked to the Department's objectives. (Question B 15).	0.035	168.60 202.95 184.69	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. Employees from both provinces are satisfied that the measures used to monitor performance are linked to the Departmental objectives. The Gauteng province, however, obtained the lowest mean rank, and the employees here therefore tend to disagree with this statement. It is important that measures used in the Department are linked to the objectives of the Department, otherwise the employees will end up confused.
The Department provides sufficient time and resources for the performance management process (Question B 16).	0.009	171.29 213.85 181.20	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank, and therefore the employees tend to disagree with this statement. It is absolutely essential that sufficient time and resources are allocated to one of the most important aspects of an employee's well-being in an organisation, namely performance management. Not doing this can impact negatively on the organisation as well as the employees.

TABLE 5.2: Results of the findings for Section E of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
The performance management process allows us to give managers feedback on their performance. (Question B 17).	0.003	167.11 214.37 175.97	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank and therefore the employees here tend to disagree more with this statement. It would appear that as far as the managers in the department are concerned, no 360° appraisal process exists, and subsequently the system in place at present does not allow the employees to provide feedback on their managers' performance.
Employees in the Department have a clear idea of what is expected of them in their roles. (Question B 23).	0.039	172.18 205.32 180.48	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province, thus the employees in these two provinces agree the most with this statement. The Gauteng province obtained the lowest mean rank and the employees here tend to disagree more with this statement. It is vital that the employees know exactly what is expected of them. If there is any uncertainty in this regard it will impact negatively on the organisation as well as the employees.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
Employees in the Department know how their performance is measured. (Question B 25).	0.042	171.41 203.56 190.55	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank and the respondents here tend to disagree more with this statement. There is no doubt that if employees do not know how their performance will be measured, total confusion will break out, leaving the employees negative, and without any real motivation to do their jobs. This will subsequently also impact on the organisation.
This Department focuses on raising personal capability. (Question B 28).	0.029	175.90 206.66 169.60	The Mpumalanga province obtained the highest mean rank, followed closely by the Gauteng province. The Limpopo province obtained the lowest mean rank, and the respondents here tend to agree less with this statement. It can only be in the interest of the Department, if they take an interest in the development of their staff and follow this up with some financial investment.
The Department has a development programme to improve skills. (Question B 29).	0.003	177.88 211.00 162.16	The Mpumalanga province obtained the highest mean rank, followed by the Gauteng province. The Limpopo province obtained the lowest mean rank, and the respondents here tend to disagree more with this statement. There is no doubt that, if the Department does not have a formal development plan for its staff, development will be meaningless. All development plans need to be implemented in a formal and structured way otherwise no value will be added.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
The Department insists on high quality work from its employees. (Question B 30).	0.024	172.96 208.66 184.75	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the respondents here tend to disagree more with this statement. Providing proper guidelines on what the Department requires from its staff can only benefit everybody. It minimises any confusion which may exist between the employees and the Department.
Managers/supervisors in the Department tell employees when they are doing a good job. (Question B 47).	0.006	191.00 147.24 177.63	The Gauteng province obtained the highest mean rank followed by the Limpopo province. The Mpumalanga province obtained the lowest mean rank and the respondents here tend to disagree more with this statement. It is important that there is a good perception amongst the staff that promotions are given to the most deserving staff and are not based on who you know. Should this be the case, the whole Department will be affected extremely negatively.
There is regular direct person-to-person contact between managers/supervisors and employees. (Question B 52).	0.016	170.88 209.77 176.75	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. The Gauteng province obtained the lowest mean rank and the respondents here tend to disagree more with this statement. The contact between supervisors/managers and the staff cannot be underestimated. It creates a culture of co-operation and mutual trust if they talk regularly to each other. Any problems existing can also be brought to the attention of the other party immediately and solutions sought.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
Working relationships with supervisors are enjoyable. (Question B 56).	0.014	177.91 210.79 169.98	The Mpumalanga province obtained the highest mean rank followed by the Gauteng province. The Limpopo province obtained the lowest mean rank, and the respondents here tend to disagree more with this statement. It is important that a good working relationship exists between the supervisors and employees. If this is not the case, tensions can develop which may lead to serious disagreements, impacting on the organisation's goal achievement.
Good work brings recognition. (Question B 57).	0.017	178.67 211.50 171.64	The Mpumalanga province obtained the highest mean rank, followed closely by the Gauteng province. The Limpopo province obtained the lowest mean rank, and the employees therefore tend to disagree the most with this statement. It is important that good work be rewarded. This does recognise only the contributions of the employees concerned but also encourages those who have not yet reached the required level of performance. This approach also brings benefits to the organisation such as increased productivity.
A spirit of respect for others exists in our Department (Question B 58).	0.009	175.62 210.10 167.21	The Mpumalanga province obtained the highest mean rank followed by the Gauteng province. The Limpopo province obtained the lowest mean rank and the employees tend to disagree the most with this statement here. It is important that the employees respect each other in the workplace. This will lead to a healthy and tension-free work environment. No unnecessary time is wasted on disagreements and other disruptive practices which can all lead to lower productivity.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
Employees take pride in their work (Question B 59).	0.006	169.00 210.76 172.14	The Mpumalanga province respondents agreed the most with this statement, while the Gauteng province and the Limpopo province obtained lower but similar mean ranks. The employees in both of these Provinces tend to agree less with this statement. It is vital that the employees take pride in their work. If this is not the case, serious delays, as well as other problems such as files being misfiled, will result. This will all lead to poor service delivery, and a very unhappy community.
Employees are proud of their Department. (Question B 61).	0.000	159.53 225.32 165.32	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the employees here tend to disagree the most with this statement. If the employees are not proud of their Department, this will also reflect in their motivation, self-respect and relationships with co-workers. Ultimately the Department can become dysfunctional, impacting seriously on service delivery.
My manager/supervisor and I discuss things that I need to do for my career development. (Question B 62).	0.017	177.13 212.23 173.10	The Mpumalanga province obtained the highest mean rank, followed by the Gauteng province. The Limpopo province obtained the lowest mean rank, and the employees here tend to disagree the most with this statement. All employees need to move ahead in their careers. Normally this cannot take place without the involvement of the employee's supervisors/managers. If these discussions do not take place at all or are very irregular, it may impact seriously on the employee's career. The end result may be very unhappy employees.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
My performance rating presents an accurate picture of my actual job performance. (Question D 65).	0.002	168.10 215.74 174.96	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo and Gauteng provinces. The Gauteng province respondents tend to disagree more with the statement than the other two Provinces. The employees' performance appraisal results should reflect an accurate picture of employees' performances, otherwise it will lead to very unhappy employees.
My manager/supervisor sets clear goals for me in my present job. (Question B 66).	0.004	173.05 215.15 172.74	The Mpumalanga province employees agreed the most with this statement, while the Gauteng and Limpopo provinces obtained lower but very similar mean ranks, and as a result tend to agree less with this statement. Goal-setting should be a joint exercise between the employee and the supervisor. If this is not the case and the supervisor only is involved, the employee will not make the goals his/hers. This will ultimately lead to lower productivity and impact on service delivery.
I do not have enough training to do my job well. (Question B 69).	0.020	192.33 154.53 188.46	Both the Gauteng and the Limpopo provinces obtained similar high mean ranks, thus the employees here agreed that they received enough training to do their jobs well. The Mpumalanga province, however, obtained the lowest mean rank, and the employees here tend to disagree with this statement. Training forms an important part of every employee's working life. To move up the career ladder, sufficient training is required. To do one's present job better, and if the processes of doing the job changes, sufficient training is required. Thus, the role of training cannot be underestimated.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
The work I do on my job is meaningful to me. (Question B 70).	0.010	169.71 209.46 187.54	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the respondents here tend to disagree more with this statement. It is important that the work employees do in an organisation should be meaningful. If this is the case, the employees will remain motivated and enthusiastic. This will ultimately lead to good/better service delivery to the community. Productivity would then inevitably increase. Should the opposite be true, employees will not perform to the best of their ability and many problems will be encountered, for example, even high absenteeism. Thus doing meaningful work is important.
I have all the skills I need in order to do my job. (Question B 72).	0.001	170.08 219.16 175.18	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank and the employees here tend to disagree more with this statement. It is important that employees are properly trained to do their jobs well. If they do not have the required skills, they will become frustrated and work delays will occur. Thus, proper skills to do the job are absolutely essential.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
I feel that I am making a contribution to the overall objectives of my Department. (Question B 74).	0.012	168.07 205.99 190.23	The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the employees here tend to disagree more with this statement. For employees to stay motivated and enthusiastic, it is important that they feel that they make a contribution to realising the objectives of the Department. They must therefore see some relationship between what they do and the objectives of the company. Should this not be the case, they will withdraw their energy and basically try to do the minimum, leading to poor service delivery. This situation should be avoided at all costs.
The Department ensures that policies and procedures are easy to understand. (Question B 78).	0.001	170.02 217.83 173.21	The Mpumalanga province obtained the highest mean rank, while the Gauteng and Limpopo provinces obtained the lowest, but similar, mean ranks. The employees in these two Provinces tend to agree less with this statement. It is imperative that any organisation's policies and procedures should be easily understood by its employees. Should this not be the case, the employees will find many barriers to the proper execution of their tasks. This will inevitably impact on the organisation's service delivery. Thus, policies and procedures that are easily understood are essential.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
Information about the Department's policies, practices and procedures is easily available. (Question B 79).	0.001	166.14 213.28 188.23	This question is closely related to the previous question. The Mpumalanga province obtained the highest mean rank, followed closely by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the employees here tend to disagree more with this statement. Apart from the policies and procedures being easy to understand, it is also essential that they are easily accessible to all. If this is not the case, wrong decisions will be made regarding applications by clients. This will impact negatively on the Department. Thus, policies and procedures that are easily available to the employees are essential.
Employees in the Department generally trust one another and offer support. (Question B 81).	0.024	164.94 202.24 178.75	The Mpumalanga province obtained the highest mean rank, followed by the Limpopo province. The Gauteng province obtained the lowest mean rank, and the employees here tend to disagree more with this statement. For any organisation to function efficiently and effectively, there needs to be trust among the employees. Should this not be the case, serious problems can arise, which would have a direct impact on the organisation's service delivery. Thus, trust amongst employees is absolutely essential.

TABLE 5.2: Results of the findings for Section B of the questionnaire (responses per province) (continued)

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks (values for group 1 on top to group 3 at the bottom)</i>	<i>Interpretation</i>
I believe that my career aspirations can be achieved in the Department. (Question B 84).	0.023	172.72 208.95 174.70	The Mpumalanga province obtained the highest mean rank, while the Gauteng province and the Limpopo province obtained a lower, but similar, mean rank. If employees do not believe that their career aspirations can be achieved within an organisation, it will not be long before they leave the organisation for another one. This will impact directly on the productivity and service delivery of the organisation, to the detriment of the clients. Thus, organisations should see to it that proper career planning is in place, which will indicate clearly to the employees how they can move upward on the career ladder.
I can see a clear link between my work and the Department's objectives. (Question B 87)	0.005	164.35 195.72 196.97	The Limpopo and Mpumalanga provinces obtained the highest and similar mean ranks, while the Gauteng province obtained the lowest mean rank, and the employees here tend to disagree most with this statement. As indicated earlier, it is important that employees see a clear link between their work and the Department's objectives. If this is not the case, then the work they do will serve no purpose. This can impact negatively on their motivation as well as their productivity, and ultimately on service delivery. Thus, a clear link between the work employees do, and the company's objectives, is essential.

5.3.2 THE IMPACT OF “YEARS OF WORKING EXPERIENCE” OF EMPLOYEE GROUPS WITHIN THE DEPARTMENT OF LABOUR ON THEIR PERCEPTION OF CURRENT PERFORMANCE MANAGEMENT PRACTICES

The Kruskal-Wallis test was used to test for statistical significant differences between the employee groups defined in table 5.3 below, with regard to their perception of performance management practices within the Department of Labour.

TABLE 5.3: Number of years working at the Department of Labour.

<i>Group</i>	<i>Number of years</i>
1	Less than 1 year
2	1 - 3 years
3	4 - 6 years
4	7 years and more

The Kruskal-Wallis test is a non-parametric method used to compare the medians of three or more independent samples.

The results of the Kruskal-Wallis tests are tabled below. Only statistically significant statements, at the 5 percent level of significance, are shown.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
As a result of my last review discussion, I felt motivated to improve my performance. (Question B 1).	0.001	218.58 209.90 199.77 166.07	Employees working for less than 1 year and those working for between 1-3 years obtained a higher mean rank and thus tend to agree with this statement. Employees working for between 4-6 years and longer obtained lower mean ranks and thus tend to disagree with this statement. This finding is not surprising, as employees with longer working experience tend to settle into their jobs and would not easily become motivated after their performance appraisal reviews to improve their performance if they received the same average rating year-after-year. Perhaps they feel that they need not prove themselves any longer.
Regular discussions are held with my manager/supervisor about my personal development. (Question B 3).	0.002	215.39 205.32 208.84 166.89	Employees working for less than 1 year obtained the highest mean rank, followed closely by those employees working for between 1-6 years and they thus tend to agree with this statement. However, long-term employees – those working for more than 7 years, obtained the lowest mean rank and tend to disagree the most with this statement. Again, it would appear that the employees with the longer years of experience have settled into their jobs and have by now established their personal development plans. They would thus not see the need to discuss their personal development with their manager/supervisor on a regular basis.
Managers/supervisors in the Department have a good understanding of their employees' jobs. (Question B 5).	0.005	214.38 212.14 195.15 166.97	Employees working for less than a year and those working for between 1-3 years obtained almost similar high mean ranks. They therefore tend to agree with this statement. The employees in the bracket of between 4-6 years tend to be slightly lower, while the group in the 7 years plus bracket obtained the lowest mean rank and tend to disagree with this statement. It is interesting that as far as the junior employees are concerned, the manager/supervisor understands their jobs better. The reason for this is perhaps that they tend to work more closely with the junior employees than would be the case with more mature employees, who do not necessarily need help from their managers/supervisors.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Managers/supervisors in this Department motivate staff to develop and achieve their goals. (Question B 6).	0.001	218.55 210.15 199.29 164.44	Employees working for less than a year and those working for between 1-3 years, obtained almost similar high mean ranks. They thus tend to agree with this statement. Employees in the 4-6 years bracket obtained a somewhat lower mean rank and tend to be slightly in disagreement with this statement, while the employees in the 7 years plus category obtained the lowest mean rank and as such tends to disagree totally with this statement. This finding is not surprising, as more junior employees normally need a lot of motivation to achieve their goals, while this is not necessarily the case with more mature workers.
Managers/supervisors in the Department tell employees when they are doing a good job. (Question B 7).	0.000	236.59 217.14 190.47 161.99	Employees working for less than a year, and those working for between 1-3 years obtained the highest mean rank. They therefore agree the most with this statement. Those working between 4-6 years obtained a somewhat lower mean rank and slightly disagree with this statement, while those working for more than 7 years obtained the lowest mean rank and disagreed the most with this statement. Again, older, longer-working employees should know their responsibilities and consequently automatically work hard – they therefore do not have to be appraised on a regular basis as would be necessary with junior staff.
My manager coaches me to improve my performance. (Question B 9).	0.001	219.17 224.39 198.99 168.82	Employees working for less than 1 year, and those working for between 1-3 years obtained the highest mean rank. They therefore agree the most with this statement. Those working between 4-6 years obtained a slightly lower mean rank, while those working for more than 7 years obtained the lowest mean rank. They thus tend to disagree with this statement. This finding is not surprising, as junior staff with less years of service would normally be coached more than the more matured workers with more than 7 years of experience.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of "years of working experience") (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Employees in the Department receive feedback on how they are performing against targets. (Question B 10).	0.005	216.72 220.04 190.01 169.73	Employees working for less than 1 year and those working for between 1-3 years obtained the highest mean rank. They therefore agree the most with this statement. Those working between 4-6 years obtained a slightly lower mean rank, while those working for more than 7 years obtained the lowest mean rank. They therefore tend to disagree with this statement. Again, this is understandable. Employees with fewer years of service and seen as more junior would inevitably receive more frequent feedback on how they are performing than employees who can be seen as more mature, that is, those with more than 7 years of service, would receive.
Employees in the Department are in no doubt that it is performance that matters. (Question B 11).	0.001	224.68 208.01 186.17 164.16	Employees working for less than 1 year, and those working for between 1-3 years, obtained the highest mean rank. They therefore agree the most with this statement. Those working for between 4-6 years obtained a lower mean rank, while those working for more than 7 years obtained the lowest mean rank. They therefore tend to disagree with this statement. This is somewhat surprising, because as mature workers, they should be aware of the importance of performance on the job, as was found with the more junior staff members. Thus, this finding needs to be investigated further by the Department.
Poor performance is not tolerated in this Department. (Question B 12).	0.000	240.20 204.34 195.62 162.21	Employees working for less than 1 year obtained the highest mean rank. They therefore agree with this statement. Employees working for between 1-3 years and 4-6 years obtained similar but much lower mean ranks than the groups with less than 1 year's service. The group working longer than 7 years obtained the lowest mean rank and therefore disagrees the most with this statement. Again, as was the case with the previous question, this finding is surprising. As mature workers, they should be aware that poor performance will not be tolerated. Thus, this aspect needs to be investigated further by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
The performance management system in the Department focuses on career development. (Question B 13).	0.000	245.63 186.09 186.34 164.33	Employees working for less than 1 year obtained the highest mean rank and tend to agree with this statement. Employees working for between 1-3 years and 4-6 years obtained a lower mean rank, but an almost similar result. They tend to agree less with this statement, while employees working longer than 7 years obtained the lowest mean rank and therefore disagree the most with this statement. It would therefore appear that mature workers do not see much value in the role of the performance management system as far as it assists with career development. This is a serious matter which needs to be addressed as soon as possible, as it can have an impact on job satisfaction and ultimately low productivity.
Employees in the Department are clear as to how their role links to the Department's plans. (Question B 20).	0.000	243.16 193.94 185.79 164.52	Employees working for less than 1 year obtained the highest mean rank and tend to agree with this statement. Employees working for between 1-3 years and 4-6 years obtained a lower, but almost the same, result and tend to agree less with this statement. Employees working longer than 7 years obtained the lowest mean rank and therefore disagree the most with this statement. Again, this finding is surprising. Employees with many years of service should be clearly aware of the connection between their roles and the plans of the Department. This not being the case is worrying and needs to be investigated further by the Department.
Employees in the Department are clear as to how they could improve their performance. (Question B 21).	0.003	236.18 192.65 179.26 172.53	Employees working for less than 1 year obtained the highest mean rank and tend to agree the most with this statement. Employees working for between 1-3 years obtained a lower mean rank and therefore tend to disagree slightly with this statement. Those working for between 4-6 years and more than 7 years obtained the lowest mean rank. They therefore tend to disagree with this statement. Again, this finding is strange. Working for many years will allow employees to know exactly what is going on, e.g. on how to improve their performance. This does not seem to be the case. This is a serious issue and needs to be investigated as soon as possible by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Employees in the Department receive constructive feedback on their performance. (Question B 26)	0.003	222.18 200.04 201.76 167.84	Employees working for less than 1 year obtained the highest mean rank and tend to agree the most with this statement. Employees working for between 1-3 years and between 4-6 years obtained a slightly lower mean rank, and therefore tend to disagree slightly less with this statement. Employees working for more than 7 years obtained the lowest mean rank and therefore tend to disagree with this statement. The feedback on performance appraisal is important, irrespective of how long a person works for an organisation. It would appear from the findings that the older, longer-working employees receive less feedback than the more junior employees. This is a serious finding, and because of its impact on the organisation, it needs to be investigated urgently by the Department.
This Department focuses on raising personal capability. (Question B 28).	0.004	221.53 207.65 184.76 166.73	Employees working for less than 1 year and those working for between 1-3 years obtained the highest mean rank, while those working for between 4-6 years obtained a lower mean rank. Therefore, they only slightly disagree with this statement. Those working for more than 7 years obtained the lowest mean rank, therefore disagreeing the most with this statement. This finding is not totally surprising. Attention would normally be given to more junior employees in the early years of service as they are still finding their feet, while this should not be the case with more mature employees.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Performance appraisals in the Department focus on achieving the Department's goals. (Question B 38).	0.001	220.80 200.42 196.99 162.43	Employees working for less than 1 year obtained the highest mean rank and therefore tend to agree the most with this statement. Employees who worked for 1-3 years and between 4-6 years obtained lower but similar mean ranks and tend to agree less with this statement. Employees working for more than 7 years obtained the lowest mean rank and therefore disagree with this statement. If done properly, it would be clear to all concerned how the performance appraisal process fits in with the goals of the Department. If this is not very clear to all concerned as indicated by the last three groups, an investigation is needed by the Department.
Managers/supervisors and employees trust the performance appraisal process. (Question B 40).	0.000	214.83 206.53 208.32 154.09	Employees working for less than 1 year, followed closely by employees working for between 1-3 years and those working for between 4-6 years, obtained the highest mean rank. They therefore tend to agree more with this statement. However, the employees working for more than 7 years obtained the lowest mean rank, and tend to disagree the most with this statement. This is again an interesting finding. It is strange that employees who have been employed for more than 7 years would be dubious about the performance appraisal process. This can result in great unhappiness and result in low job satisfaction, impacting negatively on the organisation. This aspect needs to be investigated by the Department without delay.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of 'years of working experience') (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
The performance appraisals show employees how they can improve. (Question B 43).	0.002	211.61 203.33 194.08 160.20	Employees working for less than 1 year, followed closely by employees working for between 1-3 years and those working for between 4-6 years, obtained the highest mean rank. They therefore tend to agree more with this statement. However, the employees working for more than 7 years obtained the lowest mean rank and tend to disagree the most with this statement. This again, is an interesting finding. It would appear that the employees with more than 7 years' service have no confidence in the present performance appraisal process. This can be viewed as serious, as this negative view can impact on the junior employees and affect the Department's service delivery. It therefore needs to be investigated further by the Department.
Performance appraisals are seen as fair by all. (Question B 44).	0.000	230.49 185.36 204.27 155.15	Employees working for less than 1 year obtained the highest mean rank and therefore agree the most with this statement. Employees working for between 1-3 years and 4-6 years obtained a slightly lower mean rank and therefore agree slightly less with this statement. The employees working for more than 7 years obtained the lowest mean rank and therefore tend to disagree with this statement. This finding is not surprising as far as the employees who have been working for more than 7 years are concerned, especially when taking the results of the previous three questions into consideration. Again, an investigation needs to be undertaken by the Department to establish the reason for this perception.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Two-way communication is encouraged in the Department. (Question B 51).	0.002	224.05 210.07 180.72 166.47	Employees working for less than 1 year and those working for between 1-3 years obtained the highest mean rank and therefore agree the most with this statement. Employees working between 4-6 years achieved a slightly lower mean rank and therefore tend to agree slightly less with this statement, while the employees working for more than 7 years obtained the lowest mean rank and therefore disagree with this statement. It would appear from the findings thus far that the employees working for more than 7 years have a very negative perception of a number of issues within the Department pertaining to the performance management process. This is a serious finding and needs to be investigated properly by the Department.
There is regular direct person-to-person contact between managers/supervisors and employees. (Question B 52).	0.000	238.09 222.47 193.35 158.75	Employees working for less than 1 year, as well as those working for between 1-3 years, obtained the highest mean rank and therefore agree more with this statement. Employees working for between 4-6 years obtained a lower mean rank and subsequently agree less with the statement, while employees working for more than 7 years obtained the lowest mean rank and thus disagree with this statement. Again, a problem seems to exist with the employees in the 7 years plus working group. This aspect needs to be investigated by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
People are given an opportunity to participate in decisions that affect them. (Question B 53).	0.004	193.04 222.78 195.14 165.45	Employees working between 1-3 years obtained the highest mean rank for this statement, and therefore agree the most with it. The next group which obtained a high mean rank was the group between 4-6 years, followed by the group with less than 1 year's work experience. The employees working for more than 7 years obtained the lowest mean rank and therefore tend to disagree with this statement. This finding is not surprising, as the employees working less than 1 year would not normally be involved in the decision-making process because of their lack of experience, while those with more experience would be consulted. The only aspect which seems to be intriguing is the finding pertaining to the group working longer than 7 years. Again, there was a negative finding, as was the case with the previous questions for this group. It would therefore appear that this group of employees needs to be investigated by the Department without delay.
Performance appraisals are handled in a professional manner. (Question B 54).	0.000	231.58 218.49 207.06 153.38	Employees working for less than 1 year, as well as those working for between 1-3 years and 4-6 years, obtained the highest mean rank for this statement. They therefore agree the most with this statement. The employees working for more than 7 years obtained the lowest mean rank and therefore disagree with this statement. It is important that the performance appraisal process is above any suspicion. It would appear that the majority of the employees agree with this view. However, the only problem appears to be the group working longer than 7 years. Again, this calls for a further investigation by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of "years of working experience") (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Working relationships with co-workers are enjoyable. (Question B 55).	0.0001	230.59 216.76 177.55 171.40	Employees working for less than 1 year obtained the highest mean rank, followed by employees working between 1-3 years. Therefore, these two groups of employees agree the most with this statement. Employees working between 4-6 years obtained a much lower mean rank and therefore tend to disagree with this statement, while the employees working for more than 7 years disagree with this statement completely. This is a serious finding, as there should be a good working relationship between employees if the organisation's goals are to be achieved. Again, the older group of employees, as far as the number of years of service is concerned, appear to be the most problematic and this needs to be investigated further by the Department.
Working relationships with supervisors are enjoyable. (Question B 56).	0.000	232.33 204.71 193.80 164.96	Employees working for less than 1 year obtained the highest mean rank, followed by employees working between 1-3 years. These two groups of employees agree the most with this statement. The group working between 4-6 years have a slightly lower mean rank and therefore tend to agree only slightly with this statement. The employees working for more than 7 years disagree with this statement completely. Again this last group appears problematic and requires further investigation by the Department.
A spirit of respect for others exists in our Department. (Question B 58).	0.002	213.70 200.54 200.59 163.79	Employees working for less than 1 year obtained the highest mean rank, followed by employees working between 1-3 years and 4-6 years. These three groups of employees agree the most with this statement. The employees working for more than 7 years disagree with this statement. This finding, in the light of the previous findings for this group, is not surprising and again needs to be investigated by the Department.

TABLE 5.4: Results of the findings for Section E of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
Employees take pride in their work. (Question B 59).	0.001	221.92 182.80 200.91 162.68	Employees working for less than 1 year and those working for between 4–6 years obtained the highest mean rank and therefore agree the most with this statement. The mean rank for the group between 1–3 years appears to be lower while for the group working more than 7 years, it is the lowest. This last group therefore disagrees with this statement totally. This finding again for the 7 year plus group is worrying. If they do not take pride in their work, it will impact directly on the Department. This finding needs to be investigated without delay by the Department.
Employees are proud of their Department. (Question B 61).	0.000	231.20 179.89 194.88 158.98	Employees working for less than 1 year obtained the highest mean rank and therefore agree the most with this statement. The mean rank for the group between 4–6 years appears to be slightly lower and they therefore agree slightly less with this statement. This group is followed by the group between 1–3 years, and they also agree less with this statement, followed by the group working more than 7 years with the lowest mean rank. This group therefore disagrees with this statement totally. Again, this group appears to be problematic and the Department needs to look at them again.
My manager/supervisor and I discuss things that I need to do for my career development. (Question B 62).	0.006	217.76 206.73 196.03 167.72	Employees working for less than 1 year and those working for between 1–3 years obtained the highest mean rank and therefore agree the most with this statement. The group working 4–6 years obtained a somewhat lower mean rank, while the group working for 7 years or more obtained the lowest mean rank. This last group therefore disagrees with this statement. It would appear that as far as the last group of employees is concerned, no proper communication exists between the groups. This can impact negatively on service delivery and again needs to be investigated by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
My performance rating presents an accurate picture of my actual job performance. (Question B 65).	0.000	213.44 177.09 216.04 162.93	Employees working for less than 1 year and those working for between 4-6 years obtained the highest mean rank and therefore agree the most with this statement. The group working between 1-3 years obtained a lower mean rank, while the group working for more than 7 years obtained the lowest mean rank and therefore disagree with this statement. Again, this finding is not surprising when taking the results for the previous questions for the 7-year plus group into consideration. Further investigation by the Department appears to be necessary.
Employees in the Department are rewarded according to their job performance. (Question B 80).	0.001	200.48 205.16 202.78 160.42	Employees working for less than 1 year and those working for between 1-3 years and 4-6 years obtained the highest mean rank and therefore agree the most with this statement. The group working for 7 years or more obtained the lowest mean rank and therefore disagrees with the statement. This finding is again not surprising and needs to be further investigated by the Department.
I am satisfied with my opportunity for growth and development. (Question B 83).	0.003	221.50 201.68 199.83 167.56	Employees working for less than 1 year obtained the highest mean rank and tend to agree with this statement. Employees working for between 1-3 years and between 4-6 years obtained similar mean ranks and tend to agree less with this statement. Employees working for more than 7 years obtained the lowest mean rank and therefore disagree completely with this statement. Again, the finding for this group is not surprising and also needs further investigation by the Department.

TABLE 5.4: Results of the findings for Section B of the questionnaire (the impact of “years of working experience”) (continued).

<i>Item</i>	<i>p-Value</i>	<i>Mean ranks</i>	<i>Interpretation</i>
I believe that my career aspirations can be achieved in the Department. (Question B 84).	0.033	202.99 209.46 189.83 168.46	Employees working for between 1-3 years obtained the highest mean rank, followed by employees working for less than 1 year. Both these groups agree the most with this statement. The group working for between 4-6 years obtained a lower mean rank, while the group working for more than 7 years obtained the lowest mean rank and therefore disagrees with this statement. Again, the finding is not surprising and requires further attention. It would appear that for the majority of questions listed, the newly appointed employees with less than one year of service agreed the most with the statements. The reason for this could perhaps be that these employees lack experience to be able truly to understand the Department and how it works at this stage. On the other hand, the group working more than 7 years disagreed with basically all the statements. This is a matter of serious concern and needs to be investigated by the Department without further delay.

5.4 SECTION C OF THE QUESTIONNAIRE: GENERAL COMMENTS

Although the questionnaire made provision for the respondents to provide additional comments in section C, fewer than 20 respondents provided comments. As the comments related mostly to the issues discussed earlier in the chapter, it was decided not to record them here.

5.5 SUMMARY

In this chapter the data were analysed statistically and discussed. Section A of the questionnaire focused on the biographical information of the respondents, while section B focused on performance management practices within the Department of Labour. Issues also addressed here included the differences between the Department of Labour's employees from the three provinces with regard to their perception on current performance management practices and the impact of "Years of working experience" within the Department of Labour on the employees' perception of current performance management practices.

In the next section, section E (chapter 6), a summary of the findings will be provided and recommendations made.



SECTION E



SUMMARY AND RECOMMENDATIONS

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

6.1 INTRODUCTION

The Performance Management System (PMS) is not a stand-alone tool. It is one of a group of strategic management tools used by organisations to evaluate staff performance and progress made in relation to the goals set by the organisation. Performance standards are used to measure the targets agreed upon beforehand between the employer and the employees. A PMS is a continuous process implemented by the organisation to improve service delivery (Layton, 2002:26).

The PMS was introduced in South Africa during the last two decades to align employees' performance and organisational needs and to ensure that efforts are not only sustained and improved, but also that the required results at every level of the organisation are achieved. A number of factors can, however, influence staff performance, such as: the monetary value attached to good performance, the attitudes of supervisors who assess the subordinates, the recognition of staff, and also the willingness of the staff to accept change.

Effective performance management assists the organisation in making strategic decisions on performance, training and development, staffing and placement, and also provides a basis for the compensation of staff. Performance Management Systems typically include performance appraisals and employee development actions. They are regarded as being at the centre stage of the field of human resource management within an organisation.

6.2 AIM AND OBJECTIVES OF THIS STUDY

One of the biggest challenges facing the South African Government after the first democratic elections in April 1994, was to enact legislation, especially labour legislation, with a view to normalising the racially-based work environment (Venter & Levy, 2011:48). Numerous labour laws were passed to address the wrongs (see Appendix A). The task to draw up and oversee the

implementation of these Laws was given to the new Department of Labour (DOL). As a result of the severe legacy of the racially based legislation passed before 1994, this was no mean task.

As Government Departments are people intensive, they rely heavily on the performance of their employees for the delivery of their mandate to the community they serve. It is thus of utmost importance that the performance of their employees is managed appropriately, in particular, to identify and address poor performance. It would appear that the poor service delivery experienced in the country, especially from Government Departments, can be directly related to problems which exist with the present Performance Management System (PMS).

Because of the important role the Department of Labour plays within the labour environment within South Africa, it was decided to appraise the performance management practices within the Department as it impacts on the performance of its employees. For the managers/supervisors, this will have the advantage of helping them to identify the necessary interventions needed to eliminate the gaps in the employees' performance, while in the case of the employees, this will enable them to improve their performance by identifying barriers/obstacles in this regard.

To achieve this aim, the following objectives for this study was set, namely to:

- analyse and explore the concept "performance management".
- explore the literature through a theoretical analysis, to identify the individual components of the performance management process,
- design an instrument (questionnaire) to measure the perceptions of the employees with regard to the different performance management practices within the Department of Labour, and
- provide valid and sensitive information to the Department to assist in the development of strategies with a view to improve the performance within the Department.

6.3 SCOPE OF THE STUDY

Although the Department of Labour operates in all nine provinces of South Africa, it was decided , owing to time and money constraints, to focus on only three provinces in South Africa, namely Gauteng, Mpumalanga and Limpopo. With regard to Gauteng, although the smallest province of

the three measured in land size (it is only 18 178 km² in extent), it is the most populated province in South Africa, with almost 616 people per km². Its total population is 11.19 million. It is also the most economically active province, which is why it has been included in this study (<http://www.medioclubSouthAfrica.com> - accessed on 9 January 2013).

In contrast, Limpopo is one of the largest provinces: it has a land size of 125 755 km² and a population of 5.44 million or 43 people per km².

The final province included in this study is that of Mpumalanga. The dimensions of this province differ totally from the other two. In respect of its land area, it is only 76 495 km² in extent, and has a relatively small population of 3.62 million or 47 people per km².

The three provinces therefore have very different profiles and can contextually be classified as small, medium and large (<http://www.medioclubSouthAfrica.com> – accessed on 9 January 2013).

It was for this reason that it was decided to include these provinces in this study. As it was furthermore not possible to include all the staff members within these provinces in the survey, it was decided to include staff members from salary level 7 up to salary level 14. This was decided as they are the more senior staff in the Department and from their years of service would therefore be best equipped to answer the questionnaire.

6.4 QUESTIONNAIRES SENT OUT AND RETURNED

A total of 786 questionnaires were sent out on 4 January 2011 via external mail to the respondents (Limpopo 175, Gauteng 437 and Mpumalanga 174). The respondents were requested to return the questionnaires no later than 30 January 2011. On 22 January 2011 follow-up letters were sent to the respondents to encourage them to complete the questionnaires and return them on or before the due date. A total of 373 questionnaires was finally received by mid-February 2011, resulting in a response rate of 47.5 percent (Limpopo 118, Gauteng 176 and Mpumalanga 79).

Upon the receipt of the questionnaires, each questionnaire was edited to identify omissions, ambiguities and errors in the responses. Illegible or missing answers were coded as “missing”. This simplified the data analysis, but it did not distort any interpretations of the data. Once the questionnaires were edited, the information was coded by a company specialising in the coding of questionnaires. A statistical software programme (SPSS) was used to analyse the data.

6.5 THE FINDINGS OF THE STUDY

In this section the findings for the three sections of the questionnaire (sections A, B and C) are reported.

6.5.1 SECTION A OF THE QUESTIONNAIRE: BIOGRAPHICAL INFORMATION

An analysis of the biographical data in section A of the questionnaire revealed some interesting information (see table 6.1).

TABLE 6.1: Section A of the questionnaire: Analysis of biographical information.

<i>Item</i>	<i>Findings</i>
Gender (Question A 1)	373 Questionnaires were completed by a total of 206 females (55.2%) and 167 males (44.8%) employees. The sample is representative of the gender distribution within the Department, namely 55.2% female and 44.8% males.
Highest educational qualification (Question A 2)	The results reveal that the Department, as far as possible, employ qualified people. Of the respondents, only 3.5% have lower than Std. 10/Grade 12; 27% have matric; 10.6% have obtained a Certificate (1 year); and 27.4% have a 3-year Diploma. A total of 19.5% of the respondents have a Bachelor's Degree, 9.8% have an Honours degree and 1.4% have either a Masters or Doctoral degree, while 0.8% have another qualification.
Employment status (Question A 3)	All the respondents (98.4%) are permanent full-time employees, while a number of the respondents (1.3%) are permanent part time. Only 0.3% of the respondents are on a fixed-term contract. Thus, the Department has a very stable workforce.
Age (Question A 4)	A major portion of the respondents (42.4%) are between the ages of 31-40 years, reflecting a relatively young workforce. Furthermore, 27.1% are between the ages of 41-50. Thus, there is a very good spread of the age groupings within the Department.
Number of years in present position (Question A 5)	The results indicate that 36.7% of the respondents have been employed in the same position for more than 7 years, followed by 23.2% of the respondents that have been employed in the same position for a period ranging between 4-6 years. As is the case with all hierarchical organisations, positions tend to become fewer the higher a person progresses. However, if no incentive other than promotion is provided, the staff may become frustrated with their situation, which could impact negatively on service delivery.

TABLE 6.1: Section A of the questionnaire: Analysis of biographical information (continued).

<i>Item</i>	<i>Findings</i>
Tenure at the Department of Labour (Question A 6)	The majority of the respondents (59.9%) had worked for the Department of Labour for more than 4 years. The results show a high level of staff retention within the Department.
Current job level in the Department of Labour (Question A 7)	The majority of the respondents (81.4%) indicated that their job level was below that of an Assistant Director's position, 17.5% of the respondents held the position of Assistant Director, while 1.1% found themselves at the Chief Director or higher level. This spread is typical of a hierarchical structure which is commonly found in organisations. Thus, for a hierarchical organisation the Department has an acceptable spread between junior and senior staff members.
Province (Question A 8)	The respondents had to indicate in which province they are working. The distribution of the respondents is as follows: 46.6% from Gauteng (176 respondents), 21.4% from Mpumalanga (79 respondents) and 32% from Limpopo (118 respondents). As Gauteng is the most populated province in South Africa, the Department of Labour also has the most employees working here. Thus, the spread of the respondents between the three provinces is, in relation to their staff numbers, and is thus acceptable.

6.5.2 SECTION B OF THE QUESTIONNAIRE: PERFORMANCE MANAGEMENT PRACTICES

This section outlines the different responses per question for Section B of the Questionnaire. The questions focused on the Performance Management Practices in the Department of Labour.

Please note that the medium grey areas indicate the views of the majority of the respondents for a specific statement.

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour.

<i>No.</i>	<i>Question</i>	<i>% Agree / Strongly agree</i>	<i>% Neither agree nor disagree</i>	<i>% Disagree / Strongly disagree</i>	<i>% No Response</i>
B 1	As a result of my last review discussion, I felt motivated to improve my performance.	54.8	21.3	23.9	0.3

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 2	The Department's needs and priorities are well communicated through the performance management process.	50.8	18.6	30.6	0.3
B 3	Regular discussions are held with my manager/supervisor about my personal development.	34.5	21.3	44.2	0.5
B 4	In my last review I was given the chance to say everything I wanted.	43.5	20.1	36.4	0.8
B 5	Managers/supervisors in the Department have a good understanding of their employees' jobs.	45.4	23.7	30.9	0.3
B 6	Managers/supervisors in this Department motivate staff to develop and achieve their goals.	42.8	25.5	31.7	0.3
B 7	Managers/supervisors in the Department tell employees when they are doing a good job.	42.2	23.9	33.9	0.3
B 8	Monitoring standards of performance is a regular management duty in the Department.	50.6	20.9	28.5	0.3
B 9	My manager coaches me to improve my performance.	41.6	25.4	33	0.5

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 10	Employees in the Department receive feedback on how they are performing against targets.	44.7	20.6	34.7	0.3
B 11	Employees in the Department are in no doubt that it is performance that matters.	52.5	21.6	25.9	0.5
B 12	Poor performance is not tolerated in this Department.	50.8	23.4	25.8	0.3
B 13	The performance management system in the Department focuses on career development.	29.5	30	40.5	0
B 14	The measures used to monitor performance are the most appropriate for the role.	35.1	33.3	31.6	0
B 15	The measures used to monitor performance in the Department are clearly linked to the Department's objectives.	51.5	30.8	17.7	0
B 16	The Department provides sufficient time and resources for the performance management process.	35.1	26.5	38.4	0.3
B 17	The performance management process allows us to give managers feedback on their performance.	28.2	29.7	42.1	0
B 18	The performance management system is linked to producing suitable long-term performance.	41.9	33.9	24.2	0

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 19	Employees in the Department agree together on their performance targets with their immediate manager/supervisor.	47.5	23.2	29.3	0
B 20	Employees in the Department are clear as to how their role links to the Department's plans.	53.4	28.6	18	0
B 21	Employees in the Department are clear as to how they could improve their performance.	51.5	25	23.4	0.3
B 22	Employees in the Department are held fully accountable for the end results they produce or fail to produce.	52.9	24	23.1	0.3
B 23	Employees in the Department have a clear idea of what is expected of them in their roles.	64.3	17.4	18.3	0.3
B 24	Employees in the Department have a good understanding of how the appraisal review links to rewards.	40.4	26.8	32.8	0.3
B 25	Employees in the Department know how their performance is measured.	57	19.1	23.9	0.3
B 26	Employees in the Department receive constructive feedback on their performance.	35.2	29.3	35.5	0.3
B 27	The Department focuses on achieving measurable targets.	56.1	23.9	20	0.5
B 28	This Department focuses on raising personal capability.	35.3	35	29.7	0.5

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 29	The Department has a development programme to improve skills.	49	29.4	21.6	0.5
B 30	The Department insists on high quality work from its employees.	66.2	20.4	13.4	0.3
B 31	Managers/supervisors in the Department determine the work goals of employees.	53.1	28.2	18.7	0
B 32	Performance appraisals do not involve the Department's goals.	24.5	42.9	32.6	0.3
B 33	Performance Appraisals in the Department help some employees more than others.	56.9	30.7	12.4	0
B 34	Employees in the Department are rated by more than one person.	53.1	25.9	21	0.5
B 35	Job descriptions in the Department state the outcomes expected.	64.2	25	10.8	1.1
B 36	The performance appraisals in the Department focus on numbers not on growth.	56.3	32.7	11	0.5
B 37	In this Department, pay and performance are closely related.	40	29.7	30.3	0.8
B 38	Performance appraisals in the Department focus on achieving the Department's goals.	52.8	32.6	14.6	1.3
B 39	Employees in the Department are matched to jobs that use their skills.	32.2	29.9	37.9	0.3

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 40	Managers/supervisors and employees trust the performance appraisal process.	29.2	30.5	40.3	0.8
B 41	Managers/supervisors talk about performance once a year.	34.2	22.5	43.3	1.1
B 42	Career planning is seen as separate from performance appraisals in the Department.	51.7	29.7	18.6	0.5
B 43	The performance appraisals show employees how they can improve.	42.3	27.1	30.6	1.9
B 44	Performance appraisals are seen as fair by all.	16.7	24.8	58.5	0.5
B 45	The employees' compensation is related to the results of the performance appraisals.	37.6	31	31.4	0.8
B 46	In the Department, managers/supervisors are reluctant to be frank with people.	45.4	34.9	19.7	0.8
B 47	In this Department, promotions are based on who you know, not what you know.	47.4	28.2	24.4	0.5
B 48	Employees who are mediocre performers are clearly identified.	29.7	45.7	24.6	0.5
B 49	Employees receive performance feedback at review time.	49	28.2	22.7	0.5
B 50	Mediocre performers in the Department are often rated high.	33.8	46.7	19.5	0.8

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 51	Two-way communication is encouraged in the Department.	46.6	27.8	25.6	0.5
B 52	There is regular direct person-to-person contact between managers/supervisors and employees.	45.8	28	26.2	0.5
B 53	People are given an opportunity to participate in decisions that affect them.	32.8	29.3	37.9	0.3
B 54	Performance appraisals are handled in a professional manner.	32.8	32	35.2	0.3
B 55	Working relationships with co-workers are enjoyable.	64.1	23.6	12.3	0
B 56	Working relationships with supervisors are enjoyable.	50.9	27.5	21.6	0.8
B 57	Good work brings recognition.	53.9	24.1	22	0
B 58	A spirit of respect for others exists in our Department.	46.7	28.8	24.5	0.3
B 59	Employees take pride in their work.	41.2	33	25.8	0.3
B 60	Materials necessary to do my job are provided.	38.4	24.1	37.5	0
B 61	Employees are proud of their Department.	39.2	34.7	26.1	0.3
B 62	My manager/supervisor and I discuss things that I need to do for my career development.	31.9	24.8	43.3	0.3

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 63	My manager/supervisor helps me solve work-related problems.	56.2	23.1	20.7	0.3
B 64	My manager/supervisor demands that subordinates deliver high quality work.	66	21	13	0.5
B 65	My performance rating presents an accurate picture of my actual job performance.	40.3	26.4	33.3	0.8
B 66	My manager/supervisor sets clear goals for me in my present job.	48.8	27.6	23.6	0
B 67	My manager/supervisor asks my opinion when a problem related to my work arises.	56.6	21.6	21.8	0.5
B 68	My performance appraisal takes into account the most important parts of my job.	47.7	30.2	22.1	0.5
B 69	I do not have enough training to do my job well.	32	25	43	0.3
B 70	The work I do on my job is meaningful to me.	72.3	15.4	12.3	0.3
B 71	I have too much work to do and cannot do everything well.	34.1	28.5	37.4	0.3
B 72	I have all the skills I need in order to do my job.	58.4	19.3	22.3	0.3
B 73	My job is challenging.	65.6	18.8	15.6	0.3
B 74	I feel that I am making a contribution to the overall objectives of my Department.	76.7	14.4	8.9	0

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 75	It always seems as if I have too much to do.	43.1	29.8	27.1	0
B 76	I will be promoted or given a better job if I perform especially well.	26.6	28.8	44.6	0.3
B 77	My job gives me the opportunity to use my own initiative.	61.6	21.2	17.2	0.3
B 78	The Department ensures that policies and procedures are easy to understand.	55.8	26.6	17.6	0.5
B 79	Information about the Department's policies, practices and procedures is easily available.	70	20.9	9.1	0
B 80	Employees in the Department are rewarded according to their job performance.	35.7	26.5	37.8	0
B 81	Employees in the Department generally trust one another and offer support.	32.2	31.5	36.3	0.8
B 82	Employees in the Department treat one another with dignity and respect.	39.9	32.9	27.2	0.5
B 83	I am satisfied with my opportunity for growth and development.	42.3	25.2	32.5	0
B 84	I believe that my career aspirations can be achieved in the Department.	47.7	28.7	26.6	0.3
B 85	I am clear about what I need to do and how my job performance will be evaluated.	62.4	22.3	15.3	0.3

TABLE 6.2: Section B of the questionnaire: Employees' responses to performance management practices in the Department of Labour (continued).

No.	Question	% Agree / Strongly agree	% Neither agree nor disagree	% Disagree / Strongly disagree	% No Response
B 86	I have adequate knowledge of the Department's vision, mission, values and objectives.	83.6	11.9	4.5	0.3
B 87	I can see a clear link between my work and the Department's objectives.	73.1	19.7	7.2	0.3

Apart from the frequencies reported above, it was also necessary to obtain further information regarding the views within the three individual Provinces pertaining to the performance management issues. For this purpose, the Kruskal-Wallis test was used, and only the statistically significant statements, at the 5 percent level of significance, are reported below. The grey areas indicate the highest mean ranks obtained by a specific Province, meaning that the province agrees the most with the statement, whereas the lower mean ranks, indicate that the provinces agree the least with the statement.

TABLE 6.3: Differences between the responses of the Department of Labour's employees from the three provinces with regard to their perception of current performance management practices.

KEY *: G =Gauteng / M = Mpumalanga / L = Limpopo

Item	p-Value	MEAN RANK		
		G*	M*	L*
The Department's needs and priorities are well communicated through the performance management process. (Question B 2).	0.001	164.87	210.70	197.14
Regular discussions are held with my manager/supervisor about my personal development. (Question B 3).	0.007	175.85	216.97	175.64
Managers/supervisors in the Department have a good understanding of their employees' jobs. (Question B 5).	0.009	167.60	209.71	186.24

TABLE 6.3: Differences between the responses of the Department of Labour's employees from the three provinces with regard to their perception of current performance management practices (continued).

KEY *: G = Gauteng / M = Mpumalanga / L = Limpopo

<i>Item</i>	<i>p-Value</i>	MEAN RANK		
		<i>G*</i>	<i>M*</i>	<i>L*</i>
Managers/supervisors in this Department motivate staff to develop and achieve their goals. (Question B 6).	0.005	166.86	212.03	184.11
Managers/supervisors in the Department tell employees when they are doing a good job. (Question B 7).	0.006	178.52	214.99	168.27
Monitoring standards of performance is a regular management duty in the Department. (Question B 8).	0.000	173.16	227.03	170.79
My manager coaches me to improve my performance. (Question B 9).	0.017	174.05	214.28	184.68
Poor performance is not tolerated in this Department. (Question B 12).	0.008	175.65	213.34	169.59
The measures used to monitor performance in the Department are clearly linked to the Department's objectives. (Question B 15).	0.035	168.60	202.95	184.69
The performance management process allows us to give managers feedback on their performance. (Question B 17).	0.003	167.11	214.37	175.97
Employees in the Department have a clear idea of what is expected of them in their roles. (Question B 23).	0.039	172.18	205.32	180.48
Employees in the Department know how their performance is measured (Question B 25).	0.042	171.41	203.56	190.55
This Department focuses on raising personal capability. (Question B 28).	0.029	175.90	206.66	169.60

TABLE 6.3: Differences between the responses of the Department of Labour's employees from the three provinces with regard to their perception of current performance management practices (continued).

KEY *: G = Gauteng / M = Mpumalanga / L = Limpopo

<i>Item</i>	<i>p-Value</i>	MEAN RANK		
		<i>G*</i>	<i>M*</i>	<i>L*</i>
The Department has a development programme to improve skills. (Question B 29).	0.003	177.88	211.88	162.16
The Department insists on high quality work from its employees. (Question B 30).	0.024	172.96	208.66	184.75
Managers/supervisors in the Department tell employees when they are doing a good job. (Question B 47).	0.006	191.80	147.24	177.63
There is regular direct person-to-person contact between managers/supervisors and employees. (Question B 52).	0.016	170.88	209.77	176.75
Working relationships with supervisors are enjoyable. (Question B 56).	0.014	177.91	210.79	169.98
Good work brings recognition. (Question B 57).	0.017	178.67	211.56	171.64
A spirit of respect for others exists in our Department. (Question B 58).	0.009	175.62	210.10	167.21
Employees take pride in their work.(Question B 59).	0.006	169.00	210.76	172.14
Employees are proud of their Department.(Question B 61).	0.000	159.53	225.32	165.32
My manager/supervisor and I discuss things that I need to do for my career development. (Question B 62).	0.017	177.13	212.23	173.10
My performance rating presents an accurate picture of my actual job performance. (Question B 65).	0.002	168.10	215.74	174.96

TABLE 6.3: Differences between the responses of the Department of Labour's employees from the three provinces with regard to their perception of current performance management practices (continued).

KEY *: G = Gauteng / M = Mpumalanga / L = Limpopo

<i>Item</i>	<i>p-Value</i>	MEAN RANK		
		<i>G*</i>	<i>M*</i>	<i>L*</i>
My manager/supervisor sets clear goals for me in my present job. (Question B 66).	0.004	173.05	215.15	172.74
I do not have enough training to do my job well. (Question B 69).	0.020	192.33	154.53	188.46
The work I do on my job is meaningful to me. (Question B 70).	0.010	169.71	209.46	187.54
I have all the skills I need in order to do my job. (Question B 72).	0.001	170.08	219.16	175.18
I feel that I am making a contribution to the overall objectives of my Department.(Question B 74).	0.012	168.07	205.99	190.23
Information about the Department's policies, practices and procedures is easily available. (Question B 79).	0.001	166.14	213.28	188.23
Employees in the Department generally trust one another and offer support.(Question B 81).	0.024	164.94	202.24	178.75
I believe that my career aspirations can be achieved in the Department. (Question B 84).	0.023	172.72	208.95	174.70
I can see a clear link between my work and the Department's objectives. (Question B 87).	0.005	164.35	195.42	196.97

Having obtained the mean ranks between the different provinces with reference to the views of the employees regarding their perception of the current performance management practices, it is also necessary to determine whether the individual views of the performance management practices

differed regarding the years of experience of the employees. This approach was necessary to establish if any difference really existed between the perceptions of the staff regarding the performance management practices as they experienced them. Again, the Kruskal-Wallis test was used for this purpose. The results are reported below. Please note that the highest mean rank is highlighted in grey, meaning that these employees (within a specific number of years of experience category) agree the most with the statement, while the lower mean ranks indicate that they agree the least with the statement.

TABLE 6.4: Differences between the Department of Labour's employees from the three provinces with regard to their perception of performance management practices, based on years of experience.

KEY* :1 = Less than 1 year / 2 = 1–3 years / 3 = 4–6 years / 4 = More than 6 years

<i>Item</i>	<i>p-Value</i>	MEAN RANKS			
		<i>1 *</i>	<i>2</i>	<i>3</i>	<i>4</i>
As a result of my last review discussion, I felt motivated to improve my performance. (Question B 1).	0.001	218.58	209.90	199.77	166.07
Regular discussions are held with my manager/supervisor about my personal development. (Question B 3).	0.002	215.39	205.32	208.84	166.89
Managers/supervisors in the Department have a good understanding of their employees' Jobs. (Question B 5).	0.005	214.38	212.14	195.15	166.97
Managers/supervisors in this Department motivate staff to develop and achieve their goals. (Question B 6).	0.001	218.55	210.15	199.29	164.44
Managers/supervisors in the Department tell employees when they are doing a good job. (Question B 7).	0.000	236.59	217.14	198.47	161.99
My manager coaches me to improve my performance. (Question B 9).	0.001	219.17	224.39	198.99	168.82
Employees in the Department receive feedback on how they are performing against targets. (Question B 10).	0.005	216.72	220.04	190.01	169.73

TABLE 6.4: Differences between the Department of Labour's employees from the three provinces with regard to their perception of performance management practices, based on years of experience (continued).

KEY* :1 = Less than 1 year / 2 = 1–3 years / 3 = 4–6 years / 4 = More than 6 years

<i>Item</i>	<i>p-Value</i>	MEAN RANKS			
		<i>1 *</i>	<i>2</i>	<i>3</i>	<i>4</i>
Employees in the Department are in no doubt that it is performance that matters. (Question B 11).	0.001	224.68	208.01	186.17	164.16
Poor performance is not tolerated in this Department. (Question B 12).	0.000	240.20	204.34	195.62	162.21
The performance management system in the Department focuses on career development. (Question B 13).	0.000	245.63	186.09	186.34	164.33
Employees in the Department are clear as to how their role links to the Department's plans. (Question B 20).	0.000	243.16	193.94	185.79	164.52
Employees in the Department are clear as to how they could improve their performance. (Question B 21).	0.003	236.18	192.65	179.26	172.53
Employees in the Department receive constructive feedback on their performance. (Question B 26).	0.003	222.18	200.04	201.76	167.84
This Department focuses on raising personal capability. (Question B 28).	0.004	221.53	207.65	184.76	166.73
Performance appraisals in the Department focus on achieving the Department's goals. (Question B 38).	0.001	220.80	200.42	196.99	162.43
Managers/supervisors and employees trust the performance appraisal process. (Question B 40).	0.000	214.83	206.53	208.32	154.09
The performance appraisals show employees how they can improve.(Question B 43).	0.002	211.61	203.33	194.08	160.20

TABLE 6.4: Differences between the Department of Labour's employees from the three provinces with regard to their perception of performance management practices, based on years of experience (continued).

KEY* :1 = Less than 1 year / 2 = 1–3 years / 3 = 4–6 years / 4 = More than 6 years

<i>Item</i>	<i>p-Value</i>	MEAN RANKS			
		<i>1 *</i>	<i>2</i>	<i>3</i>	<i>4</i>
Performance appraisals are seen as fair by all. (Question B 44).	0.000	230.49	185.36	204.27	155.15
Two-way communication is encouraged in the Department. (Question B 51).	0.002	224.05	210.07	180.72	166.47
There is regular direct person-to-person contact between managers/supervisors and employees. (Question B 52).	0.000	238.09	222.47	193.35	158.75
People are given an opportunity to participate in decisions that affect them. (Question B 53).	0.004	193.04	222.78	195.14	165.45
Performance appraisals are handled in a professional manner. (Question B 54).	0.000	231.58	218.49	207.06	153.38
Working relationships with co-workers are enjoyable. (Question B 55).	0.001	230.59	216.76	177.55	171.40
Working relationships with supervisors are enjoyable. (Question B 56).	0.000	232.3	204.71	193.80	164.96
A spirit of respect for others exists in our Department. (Question B 58).	0.002	213.70	200.54	200.59	163.79
Employees take pride in their work. (Question B 59).	0.001	221.92	182.80	200.91	162.68
Employees are proud of their Department. (Question B 61).	0.000	231.20	179.89	194.88	158.98
My manager/supervisor and I discuss things that I need to do for my career development. (Question B 62).	0.005	217.76	206.73	198.03	167.72

TABLE 6.4: Differences between the Department of Labour's employees from the three provinces with regard to their perception of performance management practices, based on years of experience (continued).

KEY* :1 = Less than 1 year / 2 = 1–3 years / 3 = 4–6 years / 4 = More than 6 years

<i>Item</i>	<i>p-Value</i>	MEAN RANKS			
		<i>1 *</i>	<i>2</i>	<i>3</i>	<i>4</i>
My performance rating presents an accurate picture of my actual job performance. (Question B 65).	0.000	213.44	177.09	216.04	162.93
Employees in the Department are rewarded according to their job performance. (Question B 80).	0.001	200.48	205.16	202.78	160.42
I am satisfied with my opportunity for growth and development. (Question B 83).	0.003	221.50	201.68	199.83	167.56
I believe that my career aspirations can be achieved in the Department.(Question B 84).	0.033	202.99	209.46	189.83	168.46

6.5.3 SECTION C OF THE QUESTIONNAIRE: GENERAL COMMENTS

As no meaningful information could be gathered from the open-ended question in section C of the questionnaire, it was decided not to report anything further here.

6.6 RECOMMENDATIONS OF THE STUDY

From the findings for the different sections of the questionnaire, the following recommendations can be made.

6.6.1 SECTION A OF THE QUESTIONNAIRE

It is recommended that:

- a. The present recruitment / selection process be retained.

- b. No changes be made to the ratio between permanent and part time staff.
- c. The age groupings be retained and monitored.
- d. Some form of incentive be provided for staff who excel but who, as a result of a lack of promotional opportunities, cannot be promoted. This incentive will be additional to that paid for the performance rating itself. Perhaps these candidates can be placed on a personal scale.
- e. That the stability of the workplace be monitored on a regular basis.

6.6.2 SECTION B OF THE QUESTIONNAIRE

It is recommended that:

- a. Training be provided to managers/supervisors on how to correctly provide feedback to staff members during the performance review process.
- b. The communication process in the Department be improved particularly regarding the needs and priorities of the Department. Perhaps the use of posters in the departmental buildings would help.
- c. A more formal process be instituted whereby employees can discuss their aspirations and concerns with the managers/supervisors.
- d. Employees be given ample opportunity to state their views during the performance review. Perhaps they can indicate these on a performance review form.
- e. The managers/supervisors need to become better acquainted with the jobs of their subordinates.
- f. Training be provided to managers/supervisors on how to motivate their staff.
- g. Training be provided to managers/supervisors on how to monitor the performance standards of their staff better.
- h. Training sessions be held with all the staff to indicate the relationship between the performance management system and career development.
- i. A discussion be held with all staff regarding the measures which are used to monitor performance and how this links with the objectives of the Department.
- j. More time and resources be provided for the performance management process.
- k. The employees and managers/supervisors get together to discuss their performance targets.
- l. Clear guidelines be provided on how employees could improve their performance.
- m. The link between performance and rewards be clearly indicated to all staff.

- n. A formal skills development plan be drawn up and provided to all staff members.
- o. The legitimacy of the performance appraisal process be explained to all members.
- p. The employees be matched much better to their jobs, taking their skills into consideration.
- q. More frequent discussions be held between the manager/supervisors and the staff regarding their performance on the job.
- r. Team-building workshops be held on a regular basis.
- s. More scope be given to those who excel at their jobs.
- t. Employees are provided with the necessary tools/equipment to do their jobs.
- u. Training be provided to improve the staff's competencies on the jobs.
- v. The job descriptions of the staff should be updated on a regular basis.

6.6.3 DIFFERENCES BETWEEN THE PROVINCES OF GAUTENG, MPUMALANGA AND LIMPOPO WITH REGARD TO THEIR PERCEPTIONS OF CURRENT PERFORMANCE MANAGEMENT PRACTICES

It would appear that the three Provinces can be rated as follows regarding the application of the performance management process:

- 1. Mpumalanga.
- 2. Limpopo.
- 3. Gauteng.

It is recommended that serious intervention strategies be implemented in the last two provinces, as major problems appear to exist here regarding their performance management practices.

6.6.4 IMPACT OF THE YEARS OF SERVICE ON THE PERCEPTION OF EMPLOYEES REGARDING THE PERFORMANCE MANAGEMENT PROCESS WITHIN THE DEPARTMENT OF LABOUR

It would appear that the most negative perceptions regarding the performance management process could be found among those staff members with more than 7 years of service, followed by those who have worked between 4-6 years and those with 1-3 years of service. The most positive group appears to be those with less than 1 year of service. It is recommended that serious intervention strategies be implemented regarding the employees with 7 or more years of service as soon as possible, as major problems have been found here. These are the employees to whom the

junior staff look up to for advice and encouragement, and if problems exist here, it is cause for concern.

6.7 LIMITATIONS OF THE STUDY

Since the present study was limited to a relatively small sample of the staff of the Department of Labour in only three provinces of the country, the findings cannot be generalised to the other offices of the Department. Also, due to the realised number of respondents, the aspect of possible bias in the findings cannot be ruled out. Furthermore, given the exploratory nature of the research design, this study can yield no statements about causation. Associations between the variables have therefore been interpreted rather than established.

6.8 RECOMMENDATIONS FOR FURTHER RESEARCH

As indicated under the “Limitations of the Study” above, this study has a variety of limitations with implications for future research. To begin with, the sample used was relatively small and consisted only of employees within the postgrades 7-14, within only three provinces in South Africa. This limits the depth of the analysis. Additional studies should be conducted using larger samples, as well as within all of the provinces within which the Department of Labour operates, to address these issues and to lend credence to the results and general conclusions. Also, no interviews were done with a representative sample of the population to establish the underlying causes of some of the serious findings made. Future research should include this aspect to establish what the underlying reasons are for some of the findings, which would otherwise not be easily established through the use of a questionnaire only. And finally, future research should also perhaps look much deeper at the other building blocks of the performance management system, especially the aspect of training and career management. From the findings it would appear that the integration of the training and career management components are problematic at this stage.

6.9 SUMMARY

In South Africa, as in the rest of the world, the improvement of the productivity of employees is a hot topic. Numerous management fads have come and gone on how to address this issue. The area that has grown in importance the most is in the performance appraisal domain. However, this tool is not without criticism. Having a measurement tool to evaluate the employees' performance cannot be undervalued. This tool, if designed well, and applied correctly, can provide important information in the productivity war. The value of the tool has been improved as it has been established that on its own, it has only limited value. Thus, the concept of performance management, an all-encompassing process, was born. This on-going process integrates all the important components within the human resource management field: training and development, compensation, recruitment and selection. For this process to add value requires dedicated managers/supervisors as well as good processes. This study identified serious shortcomings in the various building blocks in this process within the Department of Labour which when rectified, can impact enormously on the bottom line of the Department. ***Let the journey begin!***



SECTION F



THE BIBLIOGRAPHY AND APPENDIXES

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APPENDIX A

LEGISLATION ADOPTED AND ADMINISTERED BY THE DEPARTMENT OF LABOUR

<i>Act</i>	<i>Objective</i>
LABOUR RELATIONS ACT 66 OF 1995(LRA)	<p>The purpose of the LRA is to advance economic development, social justice and the democratisation of the workplace by:</p> <ul style="list-style-type: none"> • Giving effect to section 27 of the Constitution. • Giving effect to the obligations conferred on all member states affiliated to the International Labour Organisation (ILO). • Providing a framework for the determination of wages, policy, terms and conditions of employment and other matters of mutual interest. • Promoting orderly collective bargaining, employee participation and effective dispute resolution.
BASIC CONDITIONS OF EMPLOYMENT ACT 75 OF 1997(BCEA)	<p>The purpose of the Act is to advance economic development, social justice by:</p> <ul style="list-style-type: none"> • Giving effect to and regulating the right to fair labour practices conferred by section 23(1) of the Constitution. • Establishing and enforcing, as well as regulating, the variation of basic conditions of employment. • Giving the effect to the obligations conferred on all member states affiliated to the ILO.
EMPLOYMENT EQUITY ACT 55 OF 1998(EEA)	<p>The purpose of the EEA is to achieve equity in the workplace by:</p> <ul style="list-style-type: none"> • Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination. • Implementing affirmative measures to redress past inequalities in the workplace by promoting the employment and promotion of individuals from the previously disadvantaged background.

Appendix A (continued).

<p>SKILLS DEVELOPMENT ACT 97 OF 1998 (SDA)</p>	<p>The purposes of the SDA are eightfold. These are to:</p> <ul style="list-style-type: none"> • Develop the skills of the South African workforce. • Improve investment in training and development in the labour market to increase return on investment. • Encourage employers to develop a learning environment as well as to provide opportunities for their employees to acquire new skills. • Encourage employees to participate in learnerships. • Improve the employment opportunities of individuals from previously disadvantaged background and to generally improve the skills base of PDIs. • Ensure and control the quality of training in the workplace. • Help work-seekers find work and employers to identify potential employees. • Regulate employment services. <p><i>These objectives are achieved through:</i></p> <ul style="list-style-type: none"> • Establishing a framework, including a training fund, SETAs, Skills Authority, etc. • The encouragement of public/private partnerships to facilitate training and development. • Co-operation with the South African Qualifications Authority.
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Source: Venter, R.& Levy, A. 2011. *Labour relations in South Africa*. 4thed. Cape Town: Oxford University Press. 51–52.

THE ROLES OF SENIOR STAFF IN THE DEPARTMENT OF LABOUR

<i>Component</i>	<i>Responsibilities</i>
MINISTRY OF LABOUR	<p>The office of the Minister is regarded as an Executive Authority office. It provides political leadership in the Department of Labour. It is constituted by a number of staff members working at the Ministry, led by the Chief of staff, who oversee the day to day running of the office. Public entities reporting directly to the Minister according to their programme and mandate of the Department of Labour, are as follows:</p> <ul style="list-style-type: none"> • Unemployment, Insurance Fund (UIF) • Compensation Fund • Commission for Conciliation, Mediation and Arbitration (CCMA) • Productivity South Africa • National Economic Development and Labour Council (NEDLAC).
DIRECTOR GENERAL	<p>The office of the Director General provides administrative oversight for the effective implementation of the Department's mandate. The office is comprised of a number of branches, these being Communications, Chief Operations Officer, Internal Audit, Human Resource Management, Information Technology, Legal Services, Office of the Chief Financial Officer.</p>

Appendix B (continued).

Component	Responsibilities
<p>DEPUTY DIRECTOR GENERAL: LABOUR POLICY AND LABOUR MARKET PROGRAMME.</p>	<p>This sub-directorate is responsible for the development of a sound Labour relations environment that will be conducive for the creation of employment in South Africa, and protects the South African business interest at the international arena.</p> <p>Measurable objectives</p> <ul style="list-style-type: none"> • Improve the status of the vulnerable workers by: <ul style="list-style-type: none"> ○ Reviewing the working conditions of the 3 industrial and economic sectors. ○ Establishing the feasibility of promulgating the sectoral determination. ○ Addressing developments in the labour markets, including labour brokers. ○ Strengthening the Employment Equity implementation through the DG reviews of JSE-listed companies. ○ Creating decent work and sustainable livelihoods by developing and implementing research. ○ Managing the implementation of the Labour Relations Act (1995) by extending collective agreements, and registering and the de-registering organisations. ○ Providing labour market information and producing annual statistical analysis reports.
<p>DEPUTY DIRECTOR GENERAL PUBLIC EMPLOYMENT SERVICES.</p>	<p>This sub-directorate is responsible to implement its mandate according to the employer services activities as required by the Skills Development Act.</p> <p>Measurable objectives</p> <ul style="list-style-type: none"> • Reduce unemployment by registering and placing unemployed people in decent work by: <ul style="list-style-type: none"> ○ Providing recruitment and selection services free of charge. ○ Filling at least 50% of opportunities on the public employment services database within 60 days of registration of job opportunities on the system. ○ Supporting a multi-pronged strategy to reduce youth unemployment. ○ Providing career counselling and employability enhancement programmes. ○ Contributing to the training layoff scheme and social plan programme. ○ Facilitating the employment of 500 people with disabilities and/or veterans per year. ○ Providing life skills support programmes for people identified to participate in small business and co-operatives.

Appendix B (continued).

Component	Responsibilities
DEPUTY DIRECTOR GENERAL UNEMPLOYMENT INSURANCE FUND (COMMISSIONER).	Unemployment Insurance Fund (UIF) Commissioner provides support to the UIF Commission and the Compensation Fund by managing the government contributions to the activities of the two funds.
DEPUTY DIRECTOR GENERAL CORPORATE SERVICES.	Corporate services are responsible for a number of sub-directorates that are in turn responsible for various activities such as communications, risk management, office administration, financial management, Human Resources, internal audit, legal services and security services.
DEPUTY DIRECTOR GENERAL: CHIEF FINANCIAL OFFICER.	Consists of three directorates: financial management, financial liaison of public entities and office administration. This directorate is responsible for providing sound financial management services to the department.
DEPUTY DIRECTOR GENERAL: COMPENSATION FUND.	The Compensation Fund (CF) commissioners provide support to the Compensation Fund/ commission by managing the government contributions to the activities of the fund.

Appendix B (continued).

Component	Responsibilities
<p>DEPUTY DIRECTOR GENERAL: INSPECTION AND ENFORCEMENT SERVICES.</p>	<p>The purpose of this branch is to ensure that decent work is realised by regulating non-employment and employment conditions through the inspection and enforcement in order to achieve compliance with all labour market policies.</p> <p>The Directorate of workplaces is responsible for the implementation of all the Labour Laws in all the workplaces, and inspectors carry out the mandate by conducting routine inspections. The office of the DDG: Integrated inspection and Enforcement Services (IES) provides corporate support to the line function sub-programme within the programme, namely:</p> <ul style="list-style-type: none"> • The office is responsible for the promotion of occupational health and safety in the workplaces, by regulating the use of dangerous activities and the use of machinery. • <i>Registrations:</i> The Department registers all the Occupational injuries reported by the employers or members of the public, inspectors are sent to investigate the incidents and provide the Minister with a report. • <i>Compliance, monitoring and evaluation:</i> Ensure that employers comply with the labour legislation through regular inspections conducted at the work places. <p>Measurable objectives</p> <ul style="list-style-type: none"> • Protecting vulnerable workers. <ul style="list-style-type: none"> ◦ Conducting proactive and reactive inspections. • Promoting equity in the workplace. <ul style="list-style-type: none"> ◦ Conduct inspections in 60 JSE-listed companies • Social protection by reducing work place injuries through: <ul style="list-style-type: none"> ◦ Reducing workplace injuries. ◦ Reducing exposure to silica. ◦ Reducing noise-related injuries by reducing exposure to noise. ◦ Improving compliance with labour legislation. • Ensuring adherence to decent work principles.

Source: Department of Labour. 2009. *Strategic plan 2010–2015*:11



PERFORMANCE AGREEMENT

PERFORMANCE AGREEMENT

DETAILS OF SUPERVISOR/MANAGER

SURNAME AND INITIALS	
RANK	
DIRECTORATE	
PERIOD OF PERFORMANCE AGREEMENT	

AND

DETAILS OF INCUMBENT

DEPARTMENT	Department of Labour
PERSAL No.	
SURNAME AND INITIALS	
POSITION/ JOB TITLE	
PROGRAMME	
DIRECTORATE	
SUBDIRECTORATE/BUSINESS UNIT/LABOUR CENTRE	
APPOINTMENT DATE IN CURRENT CORE LEVEL	
CORE LEVEL	
NOTCH	
GENDER	
RACE	
DISABILITY	

PART II

[illegible]

PART III - CORE LEVELS 9 - 12
CORE MANAGEMENT CRITERIA

	CMC	DEFINITION	INDICATORS
1.	BUDGETING AND FINANCIAL MANAGEMENT	Must be able to plan the work unit budget and manage income and expenditure, through responsible implementation of policies, practices and decisions in order to achieve unit objectives effectively and efficiently.	<ol style="list-style-type: none"> 1. Prepares work-unit budget required to achieve unit objectives. 2. Maintains internal control policies and processes in line with the Public Finance Management Act (PFMA) and National Treasury Guidelines and Best Practice Notes. 3. Prepares short-term (1 year) and longer-term (2-5 years) budget plans. 4. Ensures conformity with PFMA and auditing requirements. 5. Monitors revenue and expenditure for the purpose of sound fiscal responsibility. 6. Project long-term financial requirements needed to achieve work-unit objectives. 7. Explains or justifies the work-unit budget to other stakeholders and departmental groups. 8. Oversees or helps procure equipment, facilities, supplies and services. 9. Fosters an environment where cost-benefit outcomes are continuously improved. 10. Prepares consolidated financial reports for presentation to superior(s).

CMC	CUSTOMER FOCUS AND RESPONSIVENESS	DEFINITION	INDICATORS
2.		Must be able to achieve excellence in delivering the planned customer service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the highest level of customer care and customer satisfaction.	<ol style="list-style-type: none"> 1. Actively pursues options to promote the "Voice of the Customer", promoting and voicing the customers' collective interests. 2. Listens and responds to customer needs within legislative frameworks, and policy guidelines. 3. Clarifies the customer's interests or expectations, when doubt exists. 4. Makes sure that customer needs or requirements are met through the effective use of communication or feedback systems. 5. Regularly takes steps to improve the quality of services produced by the work unit. 6. Establishes plans and programmes for satisfying the customer's needs and expectations. 7. Delivers services to customers within the agreed service levels.

3.	DEVELOPING OTHERS	Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them in line with the Investors in People programme in the Department	<ol style="list-style-type: none"> 1. Ensures and budgets for compliance with legislation and regulations that facilitates development. 2. Identifies competency gaps for subordinates and develops personal development plans for employees. 3. Identifies and effectively communicates work and performance expectations to work-unit employees. 4. Comprehensively assesses the performance of individuals assigned to the work-unit on a continuous basis. 5. Conduct official performance assessments according to PMS policy timeously 6. Gives detailed work instructions and/or on-the-job demonstrations. 7. Takes appropriate disciplinary and corrective action with employees for non-performance. 8. Provides planned on-the-job learning and skill development opportunities for subordinates. 9. Recognises and rewards (praise, etc) the expansion of skills and performance improvement. 10. Ensures budget allocations for staff to be appropriately trained to meet work standards. 11. Transfers and develops skills to work-unit employees. 12. Delegates tasks and assignments as a preferred sub-ordinate development process.
4.	PLANNING AND ORGANISING	Must be able to plan and organise the work of the work unit and groups, using goal setting, objectives, targets, creating work schedules and work plans with associated budgets and resources, according to the department's procedures, in order to achieve the tasks, functions and results/outputs required of the work unit	<ol style="list-style-type: none"> 1. Develops annual work plans for the work unit. 2. Analyses goals into component tasks. 3. Establishes priorities systematically. 4. Enters into Performance Agreements with all staff members in the component 5. Organises and prioritises tasks so they can be performed within the budget and to achieve the most efficient use of time. 6. Sequences activities and develop schedules. 7. Identifies and allocates resources. 8. Organises materials and equipment in order to undertake required tasks.
5.	TEAM LEADERSHIP	Must be able to build cohesive and productive work and project teams in order to achieve the required outputs, either as a work unit or as a component within the organisation.	<ol style="list-style-type: none"> 1. Values the contribution of all team members. 2. Focuses own efforts on working with the team to achieve the desired results. 3. Participates in activities that lead to a sense of identity on projects. 4. Establishes the overall direction. 5. Motivates and inspires others to self-empowerment and self-respect. 6. Evaluates performance of the team in order to ensure the achievement

			of the team's objectives.
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PART III - CORE LEVELS 1 - 8
GENERIC ASSESSMENT FACTORS (GAF)

GENERIC ASSESSMENT FACTORS (GAF)	WEIGHTS MUST TOTAL 100 !
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JOB KNOWLEDGE AND SKILL	Score	WEIGHT:	
Knowledge, skill and understanding of all phases of the job and closely related matters	1	Inadequate – needs frequent instructions, even on routine jobs. Lacks knowledge of required policy & procedure. Shows little effort to keep abreast of work-related developments	
	2	Not fully adequate knowledge and skill. Requires occasional supervision & guidance in some job areas Needs more training on the job or further experience	
	3	Has a good average working knowledge of the job is able to perform most tasks. Has comprehensive knowledge of Policy & Practices. Shows ability to learn & apply new knowledge & information. Requires little direct supervision	
	4	Very well informed on all policies & practices of the job. Shows above average ability to apply technical knowledge and skill in own work area as well as wider work environment Requires only infrequent guidance	
	5	Has an extremely broad & sound knowledge of all job- related knowledge and skill and public service issues Often recognised as an "Authority" on certain work issues in the department	
SENSE OF RESPONSIBILITY		WEIGHT:	
Compliance with Instructions and Regulations. Includes reliability dependability and conscientiousness	1	Frequently fails to execute functions as instructed. Outputs are mostly late. Work attendance and tardiness a major concern. Flaunts policy and procedure. Tends to blame others	
	2	Is generally viewed as responsible by others. Occasional reminders are required to be given. Attendance and tardiness within policy . Demonstrates concern for regulatory compliance	
	3	Dependable with normal supervision. Demonstrates clear intent to comply with requirements and to perform as both volunteered & agreed to. Absence and lateness are within acceptable limits	
	4	Shows more than normal responsibility & dependability. Very concerned with meeting commitments and puts in extra effort. & time. Checks quality of own deliverables. Absence & tardiness never required.	
	5	Highly Responsible. Reminders and follow-ups never required. Thoroughly checks own work. Never fails to honour personal commitments and undertakings. Never denies personal responsibility on issues	
INITIATIVE		WEIGHT:	
Resourcefulness, independent thinking, and proactiveness	1	Needs significant prompting and guidance. Cannot stand on own feet. Unwilling to take any action to rectify an observed incorrectness Seldom volunteers an opinion nor idea Applies only insignificant own solutions to problems confronted.	
	2	Mostly follows precedent. Makes moderate attempts, which are usually successful, to go beyond resources supplied and readily available Is willing to offer ideas and opinion in areas of own work area and competence	
	3	Self- initiated solutions to problems more substantial. Prepared to take limited unapproved action at times. Frequently seen to express own opinion and ideas. Gives own thought to the way work should be performed	
	4	Very enterprising and resourceful. Goes ahead on own judgement. Is concerned about future developments and seeks to influence these positively	
	5	Exceptionally resourceful, versatile and self-reliant. Thinks through issues and makes suggestions/contribution even in where not formally involved	

**PART IV
PERSONAL DEVELOPMENT PLAN**

COMPETENCY TO BE DEVELOPED	LEARNING OPPORTUNITY	INSTITUTION /PROVIDER	TARGET DATE

**PART V
AGREEMENT**

This performance agreement has been agreed between and and shall be revised and assessed on the ...October 2004 and April 2005

Signatures:

Employee

Date:

Supervisor:

Date:

Moderator:

Date:

GUIDELINES TO THE DEVELOPMENT OF THE PERFORMANCE AGREEMENT:

Key Result Areas: (KRA)

KRAs define areas that are essential to the success of the job and to the department. I.e. the main functions of the incumbent. Ideally these KRAs should not be more than six in any one job or work plan.

A KRA can contain different tasks, activities, deliverables that the employee must produce to ensure that the KRA is achieved, whether personally or through their delegation to other people. These are referred to as measurable "Outputs" that support the KRA.

Each output is further defined through the addition of a performance measure, which includes standards and/or targets and/or target dates. The standard/target can include statements of quality, quantity, time, efficiency, effectiveness and due date

Standards describe the acceptable performance level for the specific output

Targets describe the goal set for the specific period and may exceed the acceptable standard. Achievement of targets may then contribute to the relevant output be assessed as above expected performance.

Performance outputs and standards/targets should reflect stakeholder/customer expectations and the requirements of Batho Pele and the department's stated Service Delivery Improvement Plan

The KRAs of any supervisor should not simply be a repetition of the outputs of the employees under her or his control or any consultant that may be contracted, but should, where possible, indicate the value that is to be added by the supervisor.

KRAs need to be weighted according to their importance in the incumbent's job. The weighting of the KRAs combined should add up to 100.

KRAs will ultimately amount to 80% of the employee's overall assessment score (with CMCs/GAFs forming the other 20%)

Core Management Criteria (CMCs) and Generic Assessment Factors (GAFs)

The five Core Management Criteria (CMCs) are applicable to all middle managers on Core Levels 9 - 12.

The Generic Assessment Factors (GAFs) are applicable to all employees on Core Levels 1 - 8. Each factor has five levels of performance proficiency associated with it

Both CMCs and GAFs must be individually weighted according to the importance to the specific job and the component and the total of the weighting must add up to 100.

These CMCs/GAFs relate to how an employee does the job. They do not necessarily describe the results. They are supplementary to the KRAs.

They are generic in that they identify areas that are important to most jobs at a particular level and provide standards on how these should be carried out effectively.

The purpose of including these CMCs/GAFs in the PMS is to contribute to a process of developing a common understanding of, and to set expectations about, good performance practice, inclusive of behaviours, in the department.

Personal Development Plan [PDP]

The purpose of the development plan is to identify any performance output shortfall in the work of the employee, either historical or anticipated, and then to plan and implement a specific set of actions to reduce the gap.

The competence gap may relate to any of the CMCs or GAFs included in this PMS or any other area of the employee's knowledge, skill and attribute requirement. Cognisance must be taken of the fact that the development plan should not exclude interventions relating to the technical or occupational "hard skills" of the job, e.g. typing ability, or making a presentation to a meeting, or detailed knowledge of a particular Act or Regulation, dressing a wound, etc.

This PMS aims to enhance continuous employee learning and development, which means learning from confronting and overcoming the problems, challenges and achievements inherent in day-to-day work activity and not by only attending "training courses".

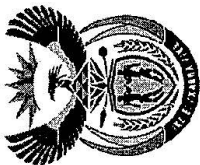
The incumbent and the supervisor are required to take joint responsibility for the achievement of the development plan.

DEPARTMENT OF LABOUR APPENDIX D



PERFORMANCE ASSESSEMENT FORM

labour

Department:
Labour

REPUBLIC OF SOUTH AFRICA

1 =	Performance does not meet the standard expected for the job
2 =	Performance is below the standard required for the job in key areas
3 =	Performance fully meets the standard expected in all areas of the job
4 =	Performance is significantly higher than the standard expected in the job
5 =	Performance far exceeds the standard expected of a member at this level

PERIOD 01/04/2012 TO 31/03/2013

ASSESSMENT FORM

PERSONAL No.		FINAL SCORE:		0.00
SURNAME AND INITIALS		PERCENTAGE ACHIEVED:		0%
POSITION/JOB TITLE				
PROGRAMME	INCUMBENT:			
DIRECTORATE	Signature:			
BUSINESS UNIT / LABOUR CENTRE	SUPERVISOR:			
APPOINTMENT DATE IN	Signature:			
CURRENT CORE LEVEL	Initials & Surname:			
CORE LEVEL	MODERATOR:			
NOTCH	Signature:			
GENDER	Initials & Surname:			
RACE				
DISABILITY				
	Leave taken during performance year:			
	Annual Leave Days			
	Sick Leave Days			
	Maternity Leave Days			
	Special Leave Days			

Performance year
Period

01/04/2012 TO 31/03/2013
1st semester

0

CMC		Definition	Weight	Performance Indicators	Time Frame	Motivation	Score	Weighted Score
Budgeting & Financial Management		Must be able to plan the work unit budget and manage income and expenditure, through responsible implementation of policies, practices and decisions in order to achieve unit objectives effectively and efficiently.		1. Prepares work-unit budget required to achieve unit objectives.				0
				2. Maintains internal control policies and processes in line with the Public Finance Management Act (PFMA) and National Treasury Guidelines and Best Practice Notes.				
				3. Prepares short-term (1 year) and longer-term (2-5 years) budget plans.				
				4. Ensures conformity with PFMA and auditing requirements.				
				5. Monitors revenue and expenditure for the purpose of sound fiscal responsibility.				
				6. Project long-term financial requirements needed to achieve work-unit objectives.				
				7. Explains or justifies the work-unit budget to other stakeholders and departmental groups.				
				8. Oversees or helps procure equipment, facilities, supplies and services.				
				9. Fosters an environment where cost-benefit outcomes are continuously improved.				
				10. Prepares consolidated financial reports for presentation to superior(s).				
CUSTOMER FOCUS AND RESPONSIVENESS		Must be able to achieve excellence in delivering the planned customer service outcomes (i.e. service levels and standards) for the		1. Actively pursues options to promote the "Voice of the Customer", promoting and voicing the customers' collective interests.				0
				2. Listens and responds to customer needs within legislative frameworks, and policy guidelines.				

0% Overall % achieved on KRAs 0%

Performance year Period	01/04/2012 TO 31/03/2013 1st semester
	<p>department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the hig</p>
DEVELOPING OTHERS	<p>Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them in line with the Investors in People programme in the Department</p>
	<p>3. Clarifies the customer's interests or expectations, when doubt exists.</p> <p>4. Makes sure that customer needs or requirements are met through the effective use of communication or feedback systems.</p> <p>5. Regularly takes steps to improve the quality of services produced by the work unit.</p> <p>6. Establishes plans and programmes for satisfying the customer's needs and expectations.</p> <p>7. Delivers services to customers within the agreed service levels.</p>
	<p>1. Ensures and budgets for compliance with legislation and regulations that facilitates development.</p> <p>2. Identifies competency gaps for subordinates and develops personal development plans for employees.</p> <p>3. Identifies and effectively communicates work and performance expectations to work-unit employees.</p> <p>4. Comprehensively assesses the performance of individuals assigned to the work-unit on a continuous basis.</p> <p>5. Conduct official performance assessments according to PMS policy timously</p> <p>6. Gives detailed work instructions and/or on-the-job demonstrations</p>
	0

[illegible]

Performance year	01/04/2012 TO 31/03/2013						0
Period	1st semester	as a work unit or as a component within the organisation.	3. Participates in activities that lead to a sense of identity on projects.				
			4. Establishes the overall direction.				
			5. Motivates and inspires others to self-empowerment and self-respect.				
			6. Evaluates performance of the team in order to ensure the achievement of the team's objectives.				
			TOTAL WEIGHT	0%	TOTAL SCORE on Outputs	0.00	
					Overall % achieved on OUTPUTS	0%	

**PART IV
AGREEMENT**

This performance agreement has been agreed between the parties hereunder and shall be revised and assessed on the following dates:

End of 1st Semester 1/4/2013 to 30/9/2013 &

End of 2nd Semester 1/10/2013 to 31/3/2014

Signatures (WE AGREE WITH THE CONTENTS OF THIS PERFORMANCE AGREEMENT):

Employee : _____

Date: _____

Supervisor: _____

Date: _____

Moderator: _____

Date: _____

labour

Department:
Labour

REPUBLIC OF SOUTH AFRICA

GUIDELINES:	
1 =	Performance does not meet the standard expected for the job
2 =	Performance is below the standard required for the job in key areas
3 =	Performance fully meets the standard expected in all areas of the job
4 =	Performance is significantly higher than the standard expected in the job
5 =	Performance far exceeds the standard expected of a member at this level

PERIOD 01/04/2012 TO 31/03/2013

ASSESSMENT FORM

[illegible]

01/04/2012 TO 31/03/2013
2nd Semester

[illegible]

Performance year
Period

01/04/2012 TO 31/03/2013
2nd Semester

0

TOTAL WEIGHT	0%	TOTAL SCORE on KRAs	0.00
	0%	Overall % achieved on KRAs	0%

Performance year
Period

01/04/2012 TO 31/03/2013
2nd Semester

0

CMC	Definition	Weight	Performance Indicators	Time Frame	Motivation	Score	Weighted Score
Budgeting & Financial Management	Must be able to plan the work-unit budget and manage income and expenditure, through responsible implementation of policies, practices and decisions in order to achieve unit objectives effectively and efficiently.		1. Prepares work-unit budget required to achieve unit objectives.		The management of the budget has been efficiently managed and improvement that resulted in the province achieving 1.26% deviation of under expenditure far below than the National Treasury acceptable standards. Fiscal Reports are compiled monthly, also as and when PEM requests specific reports.	3	0
			2. Maintains internal control policies and processes in line with the Public Finance Management Act (PFMA) and National Treasury Guidelines and Best Practice Notes.				
			3. Prepares short-term (1 year) and longer-term (2-5 years) budget plans.				
			4. Ensures conformity with PFMA and auditing requirements.				
			5. Monitors revenue and expenditure for the purpose of sound fiscal responsibility.				
			6. Project long-term financial requirements needed to achieve work-unit objectives.				
			7. Explains or justifies the work-unit budget to other stakeholders and departmental groups.				
			8. Oversees or helps procure equipment, facilities, supplies and services.				
			9. Fosters an environment where cost-benefit outcomes are continuously improved.				

Performance year
Period

0

CUSTOMER FOCUS AND RESPONSIVENESS		01/04/2012 TO 31/03/2013 2nd Semester			3	0
DEVELOPING OTHERS	Must be able to develop and coach others and constructively review the work of others in order to improve and advance the skills, knowledge and performance levels of those who report to them in line with the Investors in People programme in the Department	Must be able to achieve excellence in delivering the planned customer service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the high	<p>10. Prepares consolidated financial reports for presentation to superior(s).</p> <p>1. Actively pursues options to promote the "Voice of the Customer", promoting and voicing the customers' collective interests.</p> <p>2. Listens and responds to customer needs within legislative frameworks, and policy guidelines.</p> <p>3. Clarifies the customer's interests or expectations, when doubt exists.</p> <p>4. Makes sure that customer needs or requirements are met through the effective use of communication or feedback systems.</p> <p>5. Regularly takes steps to improve the quality of services produced by the work unit.</p> <p>6. Establishes plans and programmes for satisfying the customer's needs and expectations.</p> <p>7. Delivers services to customers within the agreed service levels.</p> <p>1. Ensures and budgets for compliance with legislation and regulations that facilitates development.</p> <p>2. Identifies competency gaps for subordinates and develops personal development plans for employees.</p> <p>3. Identifies and effectively communicates work and performance expectations to work-unit employees.</p> <p>4. Comprehensively assesses the performance of individuals assigned to the work-unit on a continuous basis.</p>		3	0

PLANNING AND ORGANISING	Must be able to plan and organise the work of the work unit and groups, using goal setting, objectives, targets, creating work schedules and work plans with associated budgets and resources, according to the department's procedures, in order to achieve th	5. Conduct official performance assessments according to PMS policy timeously				3	0
		6. Gives detailed work instructions and/or on-the-job demonstrations.					
		7. Takes appropriate disciplinary and corrective action with employees for non-performance.					
		8. Provides planned on-the-job learning and skill development opportunities for subordinates.					
		9. Recognises and rewards (praise, etc) the expansion of skills and performance improvement.					
		10. Ensures budget allocations for staff to be appropriately trained to meet work standards.					
		11. Transfers and develops skills to work-unit employees.					
		12. Delegates tasks and assignments as a preferred subordinate development process.					
		1. Develops annual work plans for the work unit.					
		2. Analyses goals into component tasks.					
		3. Establishes priorities systematically.					
		4. Enters into Performance Agreements with all staff members in the component					
5. Organises and prioritises tasks so they can be performed within the budget and to achieve the most efficient use of time.							
6. Sequences activities and develop schedules.							

Performance year Period	01/04/2012 TO 31/03/2013 2nd Semester	0			
TEAM LEADERSHIP	Must be able to build cohesive and productive work and project teams in order to achieve the required outputs either as a work unit or as a component within the organisation.	7. Identifies and allocates resources.			
		8. Organises materials and equipment in order to undertake required tasks.			
		1. Values the contribution of all team members.		3	0
		2. Focuses own efforts on working with the team to achieve the desired results.			
		3. Participates in activities that lead to a sense of identity on projects.			
		4. Establishes the overall direction.			
		5. Motivates and inspires others to self-empowerment and self-respect.			
		6. Evaluates performance of the team in order to ensure the achievement of the team's objectives.			
		TOTAL WEIGHT	0%	TOTAL SCORE on Outputs	0.00
				Overall % achieved on OUTPUTS	0%

**PART IV
AGREEMENT**

This performance agreement has been agreed between the parties hereunder and shall be revised and assessed on the following dates:

End of 1st Semester 1/4/2013 to 30/9/2013 &

End of 2nd Semester 1/10/2013 to 31/3/2014

Signatures (WE AGREE WITH THE CONTENTS OF THIS PERFORMANCE AGREEMENT):

Employee : _____

Date: _____

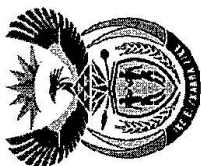
Supervisor: _____

Date: _____

Moderator: _____

Date: _____

DEPARTMENT OF LABOUR PERFORMANCE ASSESSMENT



labour

Department:
Labour
REPUBLIC OF SOUTH AFRICA

GUIDELINES:

1 =	Performance does not meet the standard expected for the job
2 =	Performance is below the standard required for the job in key areas
3 =	Performance fully meets the standard expected in all areas of the job
4 =	Performance is significantly higher than the standard expected in the job
5 =	Performance far exceeds the standard expected of a member at this level

PERIOD 01/04/2012-31/03/2013

ASSESSMENT FORM 1st semester

PERSAL No.		Poor	COMMENT
SURNAME AND INITIALS		FINAL SCORE:	0.00
POSITION/JOB TITLE		PERCENTAGE ACHIEVED:	0%
PROGRAMME		INCUMBENT:	
DIRECTORATE		Initials & Surname:	DATE
BUSINESS UNIT / LABOUR CENTRE		SUPERVISOR:	
APPOINTMENT DATE IN CURRENT CORE LEVEL		Initials & Surname:	DATE
CORE LEVEL		MODERATOR:	
NOTCH		Initials & Surname:	DATE
GENDER			
RACE			
DISABILITY			
Leave summary:			
Annual Leave :days		
Sick Leave :days		
Incapacity Leave :days		
Maternity Leave :days		

01/04/2012 TO 31/03/2013
1st semester

281

Performance year
Period 01/04/2012 TO 31/03/2013
1st semester

GENERIC ASSESSMENT FACTORS (GAF)	1. JOB KNOWLEDGE AND SKILL Knowledge, skill and understanding of all phases of the job and closely related matters	20%			
		Score 1 Inadequate – needs frequent instructions, even on routine jobs. Lacks knowledge of required policy & procedure. Shows little effort to keep abreast of work-related developments			0
		Score 2 Not fully adequate knowledge and skill. Requires occasional supervision & guidance in some job areas Needs more training on the job or further experience			
		Score 3 Has a good average working knowledge of the job is able to perform most tasks. Has comprehensive knowledge of Policy & Practices. Shows ability to learn & apply new knowledge & information. Requires little direct supervision			
		Score 4 Very well informed on all policies & practices of the job. Shows above average ability to apply technical knowledge and skill in own work area as well as wider work environment Requires only infrequent guidance			

Performance year
Period

01/04/2012 TO 31/03/2013
1st semester

				Score 5 Has an extremely broad & sound knowledge of all job-related knowledge and skill and public service issues Often recognised as an "Authority" on certain work issues in the department			
				Score 1 Frequently fails to execute functions as instructed. Outputs are mostly late. Work attendance and tardiness a major concern. Flaunts policy and procedure. Tends to blame others			
				Score 2 Is generally viewed as responsible by others. Occasional reminders are required to be given. Attendance and tardiness within policy . Demonstrates concern for regulatory compliance			
				Score 3 Dependable with normal supervision. Demonstrates clear intent to comply with requirements and to perform as both volunteered & agreed to. Absence and lateness are within acceptable limits			
							0

20%

2. SENSE OF RESPONSIBILITY
Compliance with Instructions and Regulations. Includes reliability/dependability and conscientiousness

Performance year
Period

		<p>Score 4 Shows more than normal responsibility & dependability. Very concerned with meeting commitments and puts in extra effort. & time. Checks quality of own deliverables. Absence & tardiness the exception</p>			
		<p>Score 5 Highly Responsible Reminders and follow-ups never required. Thoroughly checks own work. Never fails to honour personal commitments and undertakings. Never denies personal responsibility on issues</p>			
	<p>3: INITIATIVE Resourcefulness, independent thinking and proactiveness</p>	<p>10%</p>	<p>Score 1 Needs significant prompting and guidance. Cannot stand on own feet. Unwilling to take any action to rectify an observed incorrectness Seldom volunteers an opinion nor idea Applies only insignificant own solutions to problems confronted.</p>		<p>0</p>

01/04/2012 TO 31/03/2013
1st semester

[illegible]

Performance year	01/04/2012 TO 31/03/2013
Period	1st semester

[illegible]

Performance year
Period

01/04/2012 TO 31/03/2013
1st semester

			<p>Score 4 Is concerned with both known and unknown clients. Demonstrates high responsiveness to client need at all level (empathy). Is prepared to assist clients with extra service delivery in times of need. Encourages clients to expect higher levels of serv</p>			
			<p>Score 5 Consistently concerned with client service delivery. Establishes collaborative relationship with clients on service delivery issues. Develops and implements methods for obtaining service delivery satisfaction. From clients</p>			
			TOTAL WEIGHT	100%	TOTAL SCORE on Outputs	
			Overall % achieved on OUTPUTS			

**End of 1st Semester 1/4/2013 to 30/9/2013 &
End of 2nd Semester 1/10/2013 to 31/3/2014**

Signatures (WE AGREE WITH THE CONTENTS OF THIS PERFORMANCE AGREEMENT):

Date:

DEPARTMENT OF LABOUR PERFORMANCE ASSESSMENT

GUIDELINES:

1 =	Performance does not meet the standard expected for the job
2 =	Performance is below the standard required for the job in key areas
3 =	Performance fully meets the standard expected in all areas of the job
4 =	Performance is significantly higher than the standard expected in the job
5 =	Performance far exceeds the standard expected of a member at this level

PERIOD 01/04/2012 TO 31/03/2013

ASSESSMENT FORM 2nd Semester



Department:
Labour
REPUBLIC OF SOUTH AFRICA

PERSONAL No.		Poor		COMMENT
SURNAME AND INITIALS		FINAL SCORE:		0.00
POSITION/JOB TITLE		PERCENTAGE ACHIEVED:		0%
PROGRAMME		INCUMBENT:		
DIRECTORATE		Initials & Surname:		
BUSINESS UNIT / LABOUR CENTRE		DATE		
APPOINTMENT DATE IN CURRENT CORE LEVEL		SUPERVISOR:		
CORE LEVEL		Initials & Surname:		
NOTCH		DATE		
GENDER		MODERATOR:		
RACE		Initials & Surname:		
DISABILITY		DATE		
		Leave summary:		
		Annual Leave : days		
		Sick Leave : days		
		Incapacity Leave : days		
		Maternity Leave : days		

Performance year
Period[illegible]

Performance year
Period[illegible]

GAF	Definition	Weight	Performance Indicators	Time Frame	Motivation	Score	Weighted Score
GENERIC ASSESSMENT FACTORS (GAF)	1. JOB KNOWLEDGE AND SKILL Knowledge, skill and understanding of all phases of the job and closely related matters	20%	<p><u>Score 1</u> Inadequate – needs frequent instructions, even on routine jobs. Lacks knowledge of required policy & procedure. Shows little effort to keep abreast of work-related developments</p> <p><u>Score 2</u> Not fully adequate knowledge and skill. Requires occasional supervision & guidance in some job areas Needs more training on the job or further experience</p> <p><u>Score 3</u> Has a good average working knowledge of the job is able to perform most tasks. Has comprehensive knowledge of Policy & Practices. Shows ability to learn & apply new knowledge & information. Requires little direct supervision</p> <p><u>Score 4</u> Very well informed on all policies & practices of the job. Shows above average ability to apply technical knowledge and skill in own work area as well as wider work environment Requires only infrequent guidance</p>				0

Performance year	01/04/2012 TO 31/03/2013
Period	2nd Semester

[illegible]

01/04/2012 TO 31/03/2013

[illegible]

Performance year

Period

297

01/04/2012 TO 31/03/2013
2nd Semester

[illegible]

**PART IV
AGREEMENT**

This performance agreement has been agreed between the parties hereunder and shall be revised and assessed on the following dates:

End of 1st Semester 1/4/2013 to 30/9/2013 &

End of 2nd Semester 1/10/2013 to 31/3/2014

Signatures (WE AGREE WITH THE CONTENTS OF THIS PERFORMANCE AGREEMENT):

Supervisor: _____

Print name: _____

Date: _____

Moderator: _____

Print name: _____

Date: _____

APPENDIX E

RATING SCALES USED IN THE DEPARTMENT OF LABOUR

<i>Term</i>	<i>Description</i>	<i>Score</i>
<u>LEVEL 5:</u> Outstanding performance	Performance far exceeds the standard expected of a member at this level. The assessment indicates that the jobholder has achieved exceptional results against all performance measurements and maintained this in all areas of responsibility throughout the year.	5
<u>LEVEL 4:</u> Performance significantly above expectations	Performance is significantly higher than the standard expected in the job. The assessment indicates that the member has achieved better than fully effective results against more than half of the performance measurements and fully achieved all others throughout the year.	4
<u>LEVEL 3:</u> Fully effective	Performance fully meets the standard expected in all areas of the job. The assessment indicates that the member has achieved effective results against all significant performance measures and may have achieved results significantly above expectations in one or two less significant areas throughout the year.	3
<u>LEVEL 2:</u> Performance not fully satisfactory	Performance is below the standard required for the job in key areas. The assessment indicates that the member has achieved adequate results against many key performance measures but has not fully achieved adequate results against others during the course of the year. Improvement in these areas is necessary to bring performance up to the standard expected in the job.	2
<u>LEVEL 1:</u> Unacceptable performance	Performance does not meet the standard expected for the job. The assessment indicates that the member has not met one or more fundamental requirements and/or is achieving results that are well below the performance measurements in a number of significant areas of responsibility. The member has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.	1

Source: Department of Labour. 2003. *PMS policy*. 3.

APPENDIX F

LETTER REGARDING PARTICIPATION IN THE STUDY

Mr. Wasnaar Mokoena

PO Box 113

LULEKANI

1392

Tel.: 015 290 1657

Fax: 086 695 1129

Cell: 084 602 8767

E-mail address:

Wasnaar.mokoena@labour.gov.za

04 January 2011

Dear Colleagues

SURVEY ON 'THE PERFORMANCE MANAGEMENT PRACTICES AT THE DEPARTMENT OF LABOUR'

I am at present conducting a study on 'Performance Management Practices at the Department of Labour' as part of the requirements to obtain a Masters Degree at the University of South Africa.

Performance management refers to the more general set of activities carried out by the Organisation to change (improve) employee performance. Although performance management typically relies heavily on performance appraisals, performance management is a broader and more encompassing process (including training activities, career planning, compensation, etc.) and is the ultimate goal of performance appraisal activities.

I regard this research project as critical to a greater understanding and knowledge of the relationship between management and their employees as far as the performance management process in the Department of Labour is concerned. Thus, your opinion and views are important.

Please find enclosed the questionnaire for the survey. The questionnaire is designed to make completion as easy and fast as possible. The questionnaire should take approximately 20 minutes to complete.

**Please return the completed questionnaire in the enclosed self-addressed envelope,
NO LATER than 30 JANUARY 2011.**

As anonymity of all respondents will be strictly observed, please **DO NOT** write your name on the questionnaire. Without names it will not be possible to link answers to particular individuals.

Should you be of the opinion that additional comment is necessary, use the space provided at the end of the questionnaire.

If you have any queries about the questionnaire or the research in general, please do not hesitate to contact me at the above address.

I look forward to receiving your response.

Yours faithfully

Mr Wasnaar Mokoena
STUDENT

APPENDIX G

THE QUESTIONNAIRE

PERFORMANCE MANAGEMENT PRACTICES SURVEY AT THE DEPARTMENT OF LABOUR

HOW TO COMPLETE THIS QUESTIONNAIRE

This questionnaire is designed to make the completion as easy and as fast as possible.

Most questions can be answered by simply ticking boxes. Very little information will need to be looked up. If you cannot give or obtain a precise answer, make your best guess or approximation.

As the anonymity of all respondents will be strictly observed, **DO NOT** write your name on the questionnaire. Without names, it will not be possible to link answers to particular individuals.

Should you be of the opinion that additional comment is necessary, please use the space provided at the end of the questionnaire.

If you have any queries, please contact the researcher at:

Mr. Wasnaar Mokoena, PO Box 113, Lulekani. 1392.
Tel. 015 290 1657 / Cell. 084 602 8767 / Fax 086 695 1129
E-mail: wasnaar.mokoena@labour.gov.za

Please return the completed questionnaire to the sender in the enclosed self-addressed envelope, NO LATER than 30 JANUARY 2011.

Appendix G (continued)

SECTION A: BIOGRAPHICAL INFORMATION

Answer each question by (✓) the appropriate box **or** write down your response in the space provided.

A 1 What is your gender?

Male	1
Female	2

A 2 What is your highest educational qualification?

LESS than Std 10 / Grade 12	1	Honours degree	4
Std 10 / Matric / Grade 12	2	Masters degree	5
Certificate (1 year)	3	Doctors degree	6
Diploma (3 years)	7	OTHER (Please Specify): 9	
B degree	8		

A 3 What is the status of your employment?

PERMANENT: Full time	1
PERMANENT: Part time	2
FIXED TERM: Full time	3
FIXED TERM: Part time	4
OTHER: (Please specify)	5

A 4 Please indicate your age.

Between 21 – 30 years	1
Between 31 – 40 years	2
Between 41 – 50 years	3
Between 51 – 60 years	4

A 5 How long have you been in your present position?

Less than 1 year	1
1 – 3 years	2
4 – 6 years	3
More than 7 years	4

Appendix G (continued)

A 6 How long have worked for the Department of Labour?

Less than 1 year	1
1 – 3 years	2
4 – 6 years	3
More than 7 years	4

A 7 Please indicate your current job level in the Department of Labour.

Chief Director and higher	1
Assistant-Director to Director	2
Below Assistant-Director	3

A 8 In which Province do you work?

Gauteng Province	1
Mpumalanga Province	2
Limpopo Province	3

SECTION B: PERFORMANCE MANAGEMENT PRACTICES

Please indicate the extent to which you agree/disagree by ticking the appropriate box.

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 1	As a result of my last review discussion, I felt motivated to improve my performance.	1	2	3	4	5	6
B 2	The Department's needs and priorities are well communicated through the performance management process.	1	2	3	4	5	6
B 3	Regular discussions are held with my manager/supervisor about my personal development.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 4	In my last review, I was given the chance to say everything I wanted.	1	2	3	4	5	6
B 5	Managers/supervisors in the Department have a good understanding of their employees' jobs.	1	2	3	4	5	6
B 6	Managers/supervisors in this Department motivate staff to develop and achieve their goals.	1	2	3	4	5	6
B 7	Managers/supervisors in the Department tell employees when they are doing a good job.	1	2	3	4	5	6
B 8	Monitoring standards of performance is a regular management duty in the Department	1	2	3	4	5	6
B 9	My manager coaches me to improve my performance.	1	2	3	4	5	6
B 10	Employees in the Department receive feedback on how they are performing against targets.	1	2	3	4	5	6
B 11	Employees in the Department are in no doubt that it is performance that matters.	1	2	3	4	5	6
B 12	Poor performance is not tolerated in this Department.	1	2	3	4	5	6
B 13	The performance management system in the Department focuses on career development.	1	2	3	4	5	6
B 14	The measures used to monitor performance are the most appropriate for the role.	1	2	3	4	5	6
B 15	The measures used to monitor performance in the Department are clearly linked to the Department's objectives.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 16	The Department provides sufficient time and resources for the performance management process.	1	2	3	4	5	6
B 17	The performance management process allows us to give managers feedback on their performance.	1	2	3	4	5	6
B 18	The performance management system is linked to producing sustainable long-term performance.	1	2	3	4	5	6
B 19	Employees in the Department agree together on their performance targets with their immediate manager/supervisor.	1	2	3	4	5	6
B 20	Employees in the Department are clear as to how their role links to the Department's plans.	1	2	3	4	5	6
B 21	Employees in the Department are clear as to how they could improve their performance.	1	2	3	4	5	6
B 22	Employees in the Department are held fully accountable for the end results they produce or fail to produce.	1	2	3	4	5	6
B 23	Employees in the Department have a clear idea of what is expected of them in their roles.	1	2	3	4	5	6
B 24	Employees in the Department have a good understanding of how the appraisal review links to rewards.	1	2	3	4	5	6
B 25	Employees in the Department know how their performance is measured.	1	2	3	4	5	6
B 26	Employees in the Department receive constructive feedback on their performance.	1	2	3	4	5	6
B 27	The Department focuses on achieving measurable targets.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 28	This Department focuses on raising personal capability.	1	2	3	4	5	6
B 29	The Department has a development programme to improve skills.	1	2	3	4	5	6
B 30	The Department insists on high quality work from its employees.	1	2	3	4	5	6
B 31	Managers/supervisors in the Department determine the work goals of employees.	1	2	3	4	5	6
B 32	Performance appraisals do not involve the Department's goals.	1	2	3	4	5	6
B 33	Performance appraisals in the Department help some employees more than others.	1	2	3	4	5	6
B 34	Employees in the Department are rated by more than one person.	1	2	3	4	5	6
B 35	Job descriptions in the Department state the outcomes expected.	1	2	3	4	5	6
B 36	The performance appraisals in the Department focus on numbers, not on growth.	1	2	3	4	5	6
B 37	In this Department, pay and performance are closely related.	1	2	3	4	5	6
B 38	Performance appraisals in the Department focus on achieving the Department's goals.	1	2	3	4	5	6
B 39	Employees in the Department are matched to jobs that use their skills.	1	2	3	4	5	6
B 40	Managers/supervisors and employees trust the performance appraisal process.	1	2	3	4	5	6
B 41	Managers/supervisors talk about performance once a year.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 42	Career Planning is seen as separate from performance appraisals in the Department.	1	2	3	4	5	6
B 43	The performance appraisals show employees how they can improve.	1	2	3	4	5	6
B 44	Performance appraisals are seen as fair by all.	1	2	3	4	5	6
B 45	The employees' compensation is related to the results of the performance appraisals.	1	2	3	4	5	6
B 46	In the Department, managers/supervisors are reluctant to be frank with people.	1	2	3	4	5	6
B 47	In this Department, promotions are based on who you know, not what you know.	1	2	3	4	5	6
B 48	Employees who are mediocre performers are clearly identified.	1	2	3	4	5	6
B 49	Employees receive performance feedback at review time.	1	2	3	4	5	6
B 50	Mediocre performers in the Department are often rated high.	1	2	3	4	5	6
B 51	Two-way communication is encouraged in the Department.	1	2	3	4	5	6
B 52	There is regular direct person-to-person contact between managers/supervisors and employees.	1	2	3	4	5	6
B 53	People are given an opportunity to participate in decisions that affect them.	1	2	3	4	5	6
B 54	Performance appraisals are handled in a professional manner.	1	2	3	4	5	6
B 55	Working relationships with co-workers are enjoyable.	1	2	3	4	5	6
B 56	Working relationships with supervisors are enjoyable.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 57	Good work brings recognition.	1	2	3	4	5	6
B 58	A spirit of respect for others exists in our Department.	1	2	3	4	5	6
B 59	Employees take pride in their work.	1	2	3	4	5	6
B 60	Materials necessary to do my job are provided.	1	2	3	4	5	6
B 61	Employees are proud of their Department.	1	2	3	4	5	6
B 62	My manager/supervisor and I discuss things that I need to do for my career development.	1	2	3	4	5	6
B 63	My manager/supervisor helps me solve work-related problems.	1	2	3	4	5	6
B 64	My manager/supervisor demands that subordinates deliver high quality work.	1	2	3	4	5	6
B 65	My performance rating presents an accurate picture of my actual job performance.	1	2	3	4	5	6
B 66	My manager/supervisor sets clear goals for me in my present job.	1	2	3	4	5	6
B 67	My manager/supervisor asks my opinion when a problem related to my work, arises.	1	2	3	4	5	6
B 68	My performance appraisal takes into account the most important parts of my job.	1	2	3	4	5	6
B 69	I do not have enough training to do my job well.	1	2	3	4	5	6
B 70	The work I do on my job is meaningful to me.	1	2	3	4	5	6
B 71	I have too much work to do and cannot do everything well.	1	2	3	4	5	6

Appendix G (continued).

PERFORMANCE MANAGEMENT PRACTICES		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
B 72	I have all the skills I need in order to do my job.	1	2	3	4	5	6
B 73	My job is challenging.	1	2	3	4	5	6
B 74	I feel that I am making a contribution to the overall objectives of my Department.	1	2	3	4	5	6
B 75	It always seems as if I have too much to do.	1	2	3	4	5	6
B 76	I will be promoted or given a better job if I perform especially well.	1	2	3	4	5	6
B 77	My job gives me the opportunity to use my own initiative.	1	2	3	4	5	6
B 78	The Department ensures that policies and procedures are easy to understand.	1	2	3	4	5	6
B 79	Information about the Department's policies, practices and procedures is easily available.	1	2	3	4	5	6
B 80	Employees in the Department are rewarded according to their job performance.	1	2	3	4	5	6
B 81	Employees in the Department generally trust one another and offer support.	1	2	3	4	5	6
B 82	Employees in the Department treat one another with dignity and respect.	1	2	3	4	5	6
B 83	I am satisfied with my opportunity for growth and development.	1	2	3	4	5	6
B 84	I believe that my career aspirations can be achieved in the Department.	1	2	3	4	5	6
B 85	I am clear about what I need to do and how my job performance will be evaluated.	1	2	3	4	5	6
B 86	I have adequate knowledge of the department's vision, mission, values and objectives.	1	2	3	4	5	6
B 87	I can see a clear link between my work and the Department's objectives.	1	2	3	4	5	6

Appendix G (continued)

SECTION C: GENERAL COMMENTS

If you have any additional comments, please write them in the space below:

.....

.....

.....

.....

.....

.....

Thank you for your valuable contribution to this important survey.

APPENDIX H

FOLLOW-UP LETTER TO PARTICIPANTS IN THE STUDY

Mr Wasnaar Mokoena
PO Box 113
LULEKANI
1392

Tel.: 015 290 1657
Fax: 086 695 1129
Cell: 084 602 8767
E-mail address:
Wasnaar.mokoena@labour.gov.za

22 January 2011

Dear Colleagues

FOLLOW-UP LETTER REGARDING THE QUESTIONNAIRE: SURVEY ON 'THE PERFORMANCE MANAGEMENT PRACTICES AT THE DEPARTMENT OF LABOUR'

I am at present conducting a study on 'Performance Management Practices at the Department of Labour' as part of the requirements to obtain a Masters Degree at the University of South Africa.

You are kindly requested to complete the questionnaire sent to you on 4 January 2011. I regard this research project as critical to a greater understanding and knowledge of the relationship between management and their employees as far as the performance management process in the Department of Labour is concerned. Thus, your opinion and views are important.

Please find enclosed the questionnaire for the survey. The questionnaire is designed to make completion as easy and fast as possible. The questionnaire should take approximately 20 minutes to complete.

Please return the completed questionnaire to the sender in the enclosed self-addressed envelope, NO LATER than 30 JANUARY 2011.

As anonymity of all respondents will be strictly observed, please **DO NOT** write your name on the questionnaire. Without names it will not be possible to link answers to particular individuals.

Should you be of the opinion that additional comment is necessary, use the space provided at the end of the questionnaire.

If you have any queries about the questionnaire or the research in general, please do not hesitate to contact me at the above address.

I look forward to receiving your response.

Yours faithfully

Mr Wasnaar Mokoena

STUDENT